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ABSTRACT

This manual is designed to aid volunteer tutors to use the LEX [language experience] Process for English Reading Instruction Manual (see note) to provide survival and functional English as a second language (ESL) to immigrant and minority people. The Process employs the methods of "language experience" in response to the widely varied language abilities of the students. Those students who are literate and who have survival-level communication skills, available in another component of the program, are the target students of the model. This volunteer tutor's manual contains four sections. The first section introduces the LEX process, states the requirements of volunteers, and explains the basic teaching strategies of the process. The following two sections of the manual apply the language experience process first to reading one's own language, and then to reading the language of others. Finally, the last section illustrates the teaching of language skills through a sample lesson plan. (KC)

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A READING AND WRITING PROGRAM USING LANGUAGE - EXPERIENCE METHODOLOGY AMONG ADULT ESL STUDENTS IN A BASIC EDUCATION PROGRAM

Volunteer Tutor Manual

developed by

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INTRODUCTION

The LEX Process for English Reading Instruction, using "language experience" methodology (whence the acronym, LEX) has been designed to teach functional reading to adults for whom English is a second language. A language barrier--as real as barbed-wire--prohibits immigrants and refugees from finding suitable employment and community services needed by their families. Functional reading in English is an overwhelming and immediate need in the struggle to become independent and acculturated.

People coming to this country vary greatly in educational background and have marked differences in their facility with English. An English language program which aims seriously to help them must teach to individual differences in experience and acquisition rate.

Thus, individualized practice in response to a student's needs will be effective in a way that is impossible in standardized instruction of a group of people with many differences in culture and learning levels.

Volunteers from the community, trained by and working under the direction of a professional staff person, can provide this vital individualized instruction. The volunteer becomes the heart of an effective learning process and the efforts voluntarily given become the basis of a program's cost-effectiveness, as well.

REQUIREMENTS OF VOLUNTEER TUTORS

Because it is you, the volunteer, who makes this process successful, it is important that you take into consideration what is needed from you before making a commitment to the program. Listed below are the essential expectations of all tutors:

- Attend on a regular basis.
- Commit to a minimum period of time (at least three months).
- Be willing to go through training before service and during service as needed.
- Follow the Staff's prescribed program for your student.
- Perform the required record keeping.

THE LEX PROCESS

This manual will help you tutor adults in reading using the LEX Process. However, the manual is not fully self-con-

tained; a staff person will provide you training as you go through the manual.

There are two phases in the LEX Process utilizing four Basic Teaching Strategies. Phase I, Reading One's Own Language, has one teaching strategy and Phase II, Reading the Language of Others, is composed of the other three. Each of the strategies will be described in detail with examples and practice in the sections to follow.

As the student's instructor, it is important for you, the tutor, to see the LEX Process as a way of providing the student with a set of skills and procedures to help build her/his own approach to learning an unfamiliar written language.

The four strategies in the program are simply functional activities to assist the student to develop the several skills that are parts of this process. The strategy of Reading One's Own Words shows the student that learning English is a personal possibility--an insight the student critically needs! It helps basic vocabulary growth and gets the student involved in the process of reading English. In the other strategies which require the student to Read the Language of Others, to do a task or produce English, the more difficult skills are developed for the student's own independent processing of English.

A parallel teaching/learning example of "building a process" may be helpful. Suppose you are a teacher of the building trades and that you are to teach your student, who knows nothing about building, how to build a house. You know the several skills that have to be taught, such as carpentry, plumbing, and electrical work. You would then invent activities or strategies to help the student learn, by doing, each one of these skills. Your student will be a functional "builder" when s/he can bring all these skills together in the actual process of taking building materials and constructing a house.

As a tutor, you will be able to provide the "building blocks" of the reading and language learning process with your student. Through repetition of the steps, the student should come to see that the practicing of each skill helps to build ways needed to function independently in English.

The Students

This program is intended for adults learning English who are literate in their own language and who can verbally communicate ideas in English well enough that a native English speaker can understand the general message of what is being said.

The Components of the Teaching Strategies

There are five components included in each Strategy, as follows:

1. Rationale is the "why" of the Teaching Strategy.

2. The Overview of the Basic Teaching Strategy is a list of steps in the Teaching Strategy. Read it over a few times to become familiar with the process. A Tutor Report Form for each Strategy matches the Overview and serves as a "guide" through the steps while you are teaching. Therefore, memorizing the steps is not necessary; they will be easily recalled or used as needed by using the Tutor Report Form.

3. The Details of the Basic Teaching Strategy describe the procedures for teaching each step.

   Role Play a Teaching Step. After reading a procedure, you need to have your supervisor check to make sure you have the right idea and you are using the procedure correctly. You will know when to do this by the instructions, "STOP. SIGNAL YOUR SUPERVISOR."

   It is more important to understand the procedures than to memorize them. At the end of each "Details" section you should feel comfortable enough to paraphrase the procedures in order by simply looking at the "Overview."

4. Sample Lesson to use while learning the Strategy.

5. Tutor Report Form to give you practice while learning to teach the Strategy.

The Content of the Basic Strategies

The content of the first strategy, Reading One's Own Language, is the student's own description of a life experience. The student's words are written down by the tutor as the student says them. This original narrative becomes the content that introduces the first steps in the LEX Process.

In Phase II, Reading the Language of Others, there are three strategies: Read and Perform a Task, Read and Answer Comprehension Questions, and Read and Paraphrase. The content will be any functional written material that can be used in the respective teaching activity, that is, do the task, answer the question, or paraphrase.

Some of the steps involved in the first teaching strategy are repeated in each of the subsequent strategies, as shown on the chart of the LEX Process, on the next page. This is how the LEX Process of learning English reading is built up.

Required Training

The "Components of the Program" chart on the next page illustrates how often the steps in the LEX Process are repeated during the four strategies. For example, Orienting to Task and Pre-reading Activities, the first two steps on the chart, are simply motivational in terms of the activity that is to follow. The first time a step appears on the chart, training in the procedures must be provided. This training will carry over to the same or similar step when used in another teaching strategy.

The chart illustrates to you, the tutor, the building process that occurs from repetition of the steps during the teaching activities. In this way the LEX Process works toward developing the student's skills to function independently in English.

COMPONENTS OF PROGRAM

STRATEGY: STEP/PAGE

STEPS:	LANGUAGE EXPERIENCE	READ AND PERFORM A TASK	READ AND ANSWER QUESTIONS	READ AND PARAPHRASE
Orient to Task	2/27*	1/53	1/76	1/104
Produce a Language Experience	3/28			
Pre-reading Activities		1/53	1/76	2/104
Bilingual Material			2/77	
Silently Read & Underline Words		2/54	3/78	3/105 13/117
Learn Meanings & Pronunciations		3/55	4/79	4/104 13/117
Practice Words	7/32	4/57	5/81	5/108
Read Orally	6/31 8/34		6/83	6/110
Re-read Silently		5/59	7/85	7/112 13/117
Answer Questions Orally			8/86	
Tape Record	9/36		8/86 10/86	10/115 13/117
Write Answers to Questions or Cloze Test**		6/60	9/87	8/113
Perform a Task		7/62		
Transcribe from Tape	10/37		11/89	11/115 13/117
Paraphrase Orally				9/114 13/117
Write Paraphrase				13/117

*2/27 signifies Step 2, page 27
**A Cloze Test is a copy of the reading text with every seventh word deleted. The student is to fill in the blanks.

Time Frames

To illustrate the time frames for the strategies, a description for typical tutoring sessions for Phase I and Phase II follows. These time frames are included only as examples of activities you could expect to cover during a tutoring session.

Phase I: Reading One's Own Language

The number of language experience lessons a student will need before moving on to other reading material will depend on a particular student's ability to read in English. An average student will complete the steps in one session.

Time	Step	
30 Minutes	A:	The student tells a story and the tutor writes it down.
30 Minutes	B:	The tutor corrects the story and explains the reason for the changes.
30 Minutes	C:	The student practices reading the story for fluency.
15 Minutes	D:	The student tape records the story.

Phase II: Reading the Language of Others

The first two activities of this phase, Read and Perform a Task and Read and Answer Comprehension Questions, should be alternated throughout the program. They gradually lead up to Read and Paraphrase because of its difficulty for most students. The general pattern for all three activities is as follows:

Time	Step
10 Minutes	A: Review of sight words from the last session (drill).
50 Minutes	B: Lesson from one of the three strategies.
10 Minutes	C: Review of language skills lesson from previous lesson.
30 Minutes	D: Language skills lessons.
Remaining time:	Review of sight words from current lesson (drill).

Record Keeping

Student Record Form

This form is to be kept for each student in her/his individual program file. It is to list the lessons taught in each strategy to keep track of all of the lessons the student has covered. When you begin a new lesson, enter the lesson name in the appropriate column with the date. A sample form is on page M20.

Tutor Report Form

Purpose:

Included with each of the four Teaching Strategies is a Tutor Report Form which is an integral part of the LEX Process. It serves as the basic evaluation of each student's progress as well as total program impact.

The form should be filled in during each tutoring session.

The information obtained from the all of the tutors collectively, enables the staff to assess:

1. The Total Program in terms of:

    a. Time required to complete all of the steps of each lesson.

    b. Difficulty of the various lessons.

    c. Appropriateness of individual steps.

    d. Needed training for tutors.

2. Individual Students in terms of:

    a. Difficulty or ease s/he has in various lessons.

    b. Student's need for more instruction in a particular strategy.

    c. Appropriate prescriptions for advancement.

    d. Her/his readiness to take the Posttest.

In addition to providing feedback about each student to the staff, the form is helpful to the tutor in these ways:

1. An overview of the steps in each of the Basic Teaching Strategies.

2. A history of the student's achievement.

3. A history of what has been covered as well as achievement if a new tutor should have to replace you.

Directions for use of the Tutor Report Form and a sample form are on pages M18 and M19.

Directions for Use of the Tutor Report Form:

This form (sample on the facing page) is to be filled out <u>during the teaching of each strategy</u>.

1. Complete the top of the form.
2. As each activity is completed, put the date in the appropriate column.
3. Record the number of minutes spent on that activity.
4. In the right column, record the requested information and any comments you feel are pertinent.

Instructions for "Answering Questions":
(Item #6 in the sample on page M19.)

<u>Not Prompted</u>: Put a "0" in the space next to the question number if the student answered the question completely on her/his own with no assistance whatsoever.

<u>Prompted</u>: Using the numbering code below, indicate to what degree the student was assisted. The range is from "No Aid" (1) to "Total Aid" (5).

1. Ask the student about her/his answer, but don't give her/him the correct answer: "What?" "Are you sure?" "Say that again, please." "Tell me more." "Can you put that in other words?"
2. Ask the student about his answer and give a clue to the correct answer; guide the student. The student's answer may be partially correct, but s/he needs for you to point out where s/he is wrong and right: "This part is correct, but maybe you should look at this part again."
3. Ask questions to get the student to discover the answer, questions that will lead the student to the correct answer: "When did this happen?"
4. Point out the answer by questioning or pointing to it in the reading passage: "But wasn't Helen Keller blind?"
5. Answer for the student: You give the answer and explain why that is the answer.

M19

TUTOR REPORT FORM

READ AND PERFORM A TASK

Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task and relate to student's experience.		_____Min.	
2. Student silently reads text in English and underlines unknown words and phrases.		_____Min.	
3. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		_____Min.	How many words did the student not know: # _____
4. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words were drilled: # _____
5. Student re-reads text, either orally or silently --focus on comprehension.		_____Min.	
6. Student answers comprehension questions (if there are any).		_____Min.	Write the type of prompt next to the question number. 1___6___11___16___ 2___7___12___17___ 3___8___13___18___ 4___9___14___19___ 5___10___15___20___
7. Student performs prescribed task with help of tutor, if needed.		_____Min.	Completed Task _____ With help _____ Without help

M20

LEX PROCESS FOR ENGLISH READING INSTRUCTION

Student Record Form

		Enter Scores		
		PREREQUISTE TEST	PRETEST	POSTTEST
Name: _____		____	____	____
	Dates:	____	____	____

STRATEGY LESSONS

Language Experience	Read and Perform a Task	Read and Answer Questions

Read and Paraphrase	Language Skills

PHASE I

READING ONE'S OWN LANGUAGE

LANGUAGE EXPERIENCE TEACHING STRATEGIES

RATIONALE FOR USING ONE'S OWN LANGUAGE AS A TEACHING STRATEGY

People experience language in many ways. As a teaching method, using one's own language, or "Language Experience," is an activity intended to elicit the student's own communication of a personal experience in English as a basis for language and reading development. As the student describes an event, her/his words are written down by the instructor in order to provide a narrative to be read. A student's description of a vacation to the Grand Canyon is a language experience. When this description is written down it provides one with a written language experience narrative.

Because the student knows the meaning of her/his own narrative, both student and tutor can attend to the acquisition of English skills. The familiarity of the content provides the student cues, or hints, to figure out visually unfamiliar words and unknown grammar. The method provides a natural entry into formal reading of the language of others and further language development.

OVERVIEW OF THE LANGUAGE EXPERIENCE TEACHING STRATEGY

1. Preparing to Elicit a Student Narrative

   Determine general topics to suggest for the language experience.

2. Orienting Student to the Task

   Give the student a brief overview of what s/he will be doing and what is expected of her/him.

3. Eliciting a Language Experience

   Use any of the suggested topics or others that may arise in interaction with the student to encourage her/him to tell you a story.

4. Writing Down the Language Experience

   Write down the story exactly as the student tells it without correcting any errors.

5. Correcting the Language Experience

   Rewrite the student's narrative. Correct any errors and give reasons for corrections.

6. Practice Reading the Language Experience

   Read a sentence then have the student read it. Complete the narrative in this manner.

7. Learning Words by "Sight"

   Teach the student to read unknown words using sight word techniques.

8. Student Reads Aloud for Fluency

   The student practices reading her/his narrative until s/he reads it smoothly.

9. Tape Recording the Language Experience

   Tape record narrative and then have the student do the same.

10. Home Study & Assignment

Give instructions for 10 a. and 10 b.

a. At home the student silently reads narrative while listening to the tape.

b. At home, the student listens again to the tape and transcribes (writes down) her/his own narrative.

11. Next Class

Review and correct any errors on the written transcript of taped narrative which the student brings to class.

DETAILS OF THE BASIC TEACHING STRATEGY FOR READING ONE'S OWN LANGUAGE

STEP ONE: PREPARING TO ELICIT A STUDENT NARRATIVE FOR A LANGUAGE EXPERIENCE

Eliciting a narrative from a student is not always easy; however, the following hints should make your task easier.

1. Preparing List

   Before you meet your student prepare a list of topics that someone may be able to tell a "story" about.

   SAMPLE TOPICS:

   a. Learning to drive a car.
   b. First plane, train, bus trip.
   c. First time shopping in an American supermarket.
   d. Skiing.
   e. How to cook something.
   f. Any differences between this country's holidays, food, customs, schools, etc., and the student's country.
   g. Family.
   h. Job.
   i. First job interview.
   j. Her/his summer vacation.
   k. Why the student came to this country and city.

   ALTERNATIVE: Use sequenced pictures or find pictures in a pictorial magazine such as Life or National Geographic.

STEP TWO: ORIENTING THE STUDENT TO THE TASK

To orient the student to a "Language Experience" activity you do the following:

1. Explain the Idea of a Language Experience.

   Tell the student that you will be asking her/him to tell you in English about some experience s/he has had. For example, an account of the first time s/he drove a car.

2. Explain Your Writing.

   Next tell her/him that you will be writing down the narrative and this will be the first thing that s/he will read in English.

3. Explain Recording.

   Tell the student that after you and s/he have practiced reading the narrative that you both will record it. This tape recording will be taken home by her/him along with a written copy of the narrative.

4. Record Relevant Information on Tutor Report Form.

STEP THREE: ELICITING A LANGUAGE EXPERIENCE

1. Select Topic

2. Ask Student Questions.

   EXAMPLE: Have you ever taken a city bus here? Tell me about the first time you took a bus in this city.

3. Continue Asking Questions

   If necessary, keep asking questions to encourage the student to tell a fairly long narrative.

   NOTE: The narrative should be long enough to fill a half to three quarters of a page.

4. Record Relevant Information on Tutor Report Form.

STEP THREE ALTERNATIVE: USING PICTURES

1. Show Student Pictures.

2. Ask Student Questions.

   Ask her/him to tell you what is happening in the picture(s) or what the picture makes her/him think of.

   EXAMPLE: "What do you think is happening in this picture?" Or, "Does this picture remind you of something that has happened to you? Tell me about it."

   NOTE: The narrative should be long enough to fill a half to three quarters of a page.

4. Record Relevant Information on Tutor Report Form.

STEP FOUR: WRITING DOWN THE LANGUAGE EXPERIENCE

Follow these procedures when writing down the student's narrative.

1. Write Down Exactly What Student Says and Have Her/him Watch Her/his Words Go Down In Print.

2. DO NOT CORRECT ANY ERRORS IN GRAMMAR.

   EXAMPLE: If the student says "I come to U.S. on plane", write this exactly as dictated, NOT "I came to the U.S. on a plane."

   CORRECTIONS WILL BE MADE LATER.

3. DO NOT HAVE STUDENT READ.

   This first copy of the narrative should not be read by the student. It will be corrected in Step 5 on the next page.

4. Record Relevant Information on Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FIVE: CORRECTING THE LANGUAGE EXPERIENCE

In correcting the student's narrative you do two things:

1. Explain to Student What You Are Going To Do.

   Tell the student that you understand what s/he has said and now you are going to rewrite the story as an American might tell it.

2. Rewrite Narrative.

   Explain WHY you are making changes as you go through the narrative line-by-line.

   THINGS NOT TO DO:

   a. Don't make the student feel stupid. Remark positively about features of the narrative that are informative or interesting to you.

      EXAMPLE: The student said, "I come to U.S. on plane." You respond, "Here I changed it a little." Point to your editing, saying, "I came to the U.S. on a plane." Comment, "That's a neat way to travel. I can understand it. But, see, I have changed it because..." and so on. Be brief and to the point.

   b. Don't change the "sense" of the story by adding too much to it or by changing its time frame.

   c. Don't correct and rewrite a narrative that recounts a personal tragedy in the life of your student.

      EXAMPLE: It is difficult to make a correction like changing "die" to "died" when your student has just told you about her/his father's death. Simply let your student know that you appreciate her/his sharing this experience with you and that this narrative will be typed and given to her/him later. Your supervisor will make any necessary corrections in the student's original narrative.

3. Record Relevant Information on Tutor Report Form.

STEP SIX: PRACTICE READING THE LANGUAGE EXPERIENCE

You should now have a legible, corrected copy of the student's narrative. Guide the student's reading of her/his narrative by following these procedures:

1. Model By Reading First Sentence Aloud.

2. Student Reads First Sentence Aloud.

3. Complete Reading the Language Experience.

   Go through the entire narrative in this manner: Tutor models a sentence, the student reads that sentence aloud.

4. Note Words That Are Difficult For Student.

5. Record Relevant Information on Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SEVEN: LEARNING WORDS BY "SIGHT."

Words you have added to the story or words with which the student has trouble visually identifying should be printed on tag board flash cards and taught as "sight words."

NOTE: A sight word is a word that a reader can instantly recognize and comprehend. Developing a large sight word vocabulary increases the ease and speed of reading as well as comprehension. This technique can be used to teach the recognition of any new vocabulary, but it is particularly useful for teaching function words such as "the," "a," "and," "of," and irregular words such as "rough," "through," "go," "went."

1. Make Sight Word Cards.

   Tell the student to print the unknown or difficult words or phrases on flash cards, one word or phrase per card.

   NOTE: If the student has trouble writing, it is better for the tutor to write the words. This is not writing practice.

2. Teach to Read the Sight Words.

   Tell the student, "I'm going to help you learn to read these words. If you know the word, tell me. If you don't know the word, I'll tell you."

   a. Show the student the word and ask, "Do you know this word?"

      If the student does not respond immediately, tell her/him, "This word is _____. Say it with me."

   b. Tell the student to look at the word and try to get a picture of it--its shape or its first letter--while repeating it at the same time.

   c. Ask the student to use the word in a sentence.

      If s/he can't, then you model a sentence using the word and have the student repeat the sentence.

3. Check and Reinforce Sight Words.

   Go through the words again. Say, "What's this word?" If s/he knows the word, respond with, "Good. You've got it."

Sort the cards into two groups of words: "Known" and "Unknown." When the student misses five words, STOP and drill on those words.

Unknown words will need further study and drill in this session if there is time and in future sessions until it is considered a "sight word."

Known words need no further work.

4. Practice Reading and Writing Sight Words.

Tell the student to:

a. Read the word.

b. Cover the word.

c. Write the word from memory.

d. Uncover the word and compare.

Repeat the above steps until s/he writes it correctly three times in a row.

5. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP EIGHT: READ TEXT ORALLY

1. Model Reading.

   Orally read the text while the student follows or reads along.

2. Student Reads Orally.

   The student orally reads the text several times for fluency in pronunciation and intonation.

   As the student re-reads for fluency, allow her/him to read without interference unless there is great difficulty. Then:

   a. Re-read together troublesome phrases or sections.

   b. Have student read it alone.

   c. Give a very brief review if necessary of pronunciation of words or even go back to the read-cover-write approach and combine it with saying the word.

3. Improve Student's Fluency In Oral Reading.
   If a student reads word-by-word, help her/him to read in phrases by doing the following:

   a. "Read and Look Up Technique."

      (1) Divide the text into phrases using slashes (/).

      (2) Ask the student to silently read the words between two slashes.

      (3) Have the student look up and orally repeat the words s/he just read.

      (4) Continue through all of the phrases in the above manner.

      MODEL steps (2) and (3) and also (4) if needed.

EXAMPLE: Helen Keller /
was deaf /
dumb and blind. /
But she did /
many important things /
in her life. /
Helen was born /
in Alabama /
in 1880. /
When she was two years old /
she became sick. /

NOTE: For a student who is having great difficulty, use short phrases, increasing their length as s/he progresses. More proficient students can handle longer phrases and can also put in the slashes.

b. "Backward Build-Up" Technique.

(1) Say the last word; student repeats.

(2) Say the last two words; student repeats.

(3) Continue as above to the first word of the phrase.

EXAMPLE: When she was two years old,
"old"
"years old"
"two years old"
"was two years old"
"she was two years old"
"when she was two years old."

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP NINE: TAPE RECORDING THE LANGUAGE EXPERIENCE

After your student has practiced reading her/his narrative it should be tape recorded. Follow these procedures for doing this activity.

1. Get Equipment.

   Make sure that your supervisor has provided you or the student with a blank tape and, if needed, a tape recorder for the student's use.

2. Test Equipment.

   Make sure the tape recorder is running properly and that the volume has been adjusted.

3. Explain the Tape Recording.

   Tell the student that you and s/he will be recording the language experience. Tell her/him that this tape will be for her/his use at home and that you are recording it so s/he can hear the American pronunciation of the words.

4. Record Language Experience.

   Read slowly enough for the student to be able to read silently along with you but not so slowly that you are reading word-by-word.

   NOTE: Ask your supervisor to demonstrate the above procedure if you are having problems.

5. Student Records Language Experience.

   If the student is nervous let her/him practice reading aloud a few times before recording.

   Let the student know that it's O.K. to record the story over if s/he is dissatisfied with the first attempt.

6. Instructions for Home Study.

   Tell the student to take the copy of her/his language experience and the tape home.

7. Record Relevant Information on Tutor Report Form.

GO ON TO STEP 10.

STEP TEN: HOME STUDY AND ASSIGNMENT

Homework for this Section of the reading program is very specific. Follow these procedures for assigning the homework.

1. Silently Reading With Tape.

   Tell the student to silently read the narrative while listening to the recording.

   DEMONSTRATE THE TASK.

2. Listening and Writing.

   Tell the student to listen to the narrative and write it down as s/he hears it.

   MODEL THE TASK:

   Demonstrate for the student how s/he is to listen to and write down the taped narrative.

   a. Listen to one sentence of narrative. Stop tape.

   b. Write down the sentence.

   c. Listen to one more sentence. Stop tape. Write.

   Demonstration should be brief but long enough for the student to understand what the task involves.

3. Assignment.

   Tell the student to bring her/his transcription of the narrative to the next class so you can look it over and make any corrections necessary.

4. Record Relevant Information on Tutor Report Form

STOP. SIGNAL YOUR SUPERVISOR.

ROLE PLAY STEPS 9 & 10.

STEP ELEVEN: NEXT CLASS

Your first activity for this class will be to read over the student's transcription of her/his narrative and to make necessary corrections. IF THE STUDENT HAS NOT DONE THE WORK S/HE SHOULD DO IT AT THIS TIME.

Use the following procedures for correcting the student's transcription.

1. Read the Transcription Silently.

   Read the entire narrative to yourself to "get a feel" for it.

2. Comment Positively on Correct Work.

3. Make Corrections That Are Necessary.

   a. WORD ORDER

      EXAMPLE: Change "I have a car blue" to "I have a blue car."

   b. SUBJECT AND VERB AGREEMENT

      EXAMPLE: "Carol and John is my friends." should be "Carol and John are my friends."

   c. OTHER GRAMMATICAL ERRORS

      EXAMPLE: "He no was to home" changes to "He was not at home."

   d. PUNCTUATION ERRORS

   e. SPELLING ERRORS

      Remember to explain why something is incorrect and why your correction is more acceptable to American English speakers.

4. Record Relevant Information On Tutor Report Form.

Practice this activity using the example transcription on the following page.

You should now feel comfortable enough with all of eleven steps in this strategy to paraphrase them. Ask your supervisor to check you as you summarize them while looking at the Tutoring Report Form as a guide.

A Language Experience (Student's Original)

My Family

My family have five people, my father, my mother, I, my young brother and my young sister. My family still live in Vietnam. My family can't left Vietnam because don't have many money. Now my father he is fishing man and farmer. When my father still little kid go to school. After he become policeman. He work for freedom ten year. When 1975 Communist government South Vietnam many peoples working for freedom they went to jail. So my father go in jail. After two year my father go back to live with my family. My mother is tailor. My mother sew shirt and lady clothes. Now my mother is thirty eight. My young brother is fourteen. He is student. Now he get eight grade. My young sister is twelve. She get six grade. She do good in school.

When the time my father go in jail, my family life too hard in that time. But mother is very good woman. The thinking my family anytime for education so my mother work hard, get money, raise me and my young brother and sister go to school. When I am nearly seventeen, I left Vietnam because I can not live with Communist soldier. So the date May 3, 1979 my family decide for me get in boat left secret Vietnam. My parents always remind me about talk and do right ways, thinking ten time before you talk, happy with anybody, don't drink alcohol and smoke, education first, work hard for future. If you obey all time thus you will build better your life, yourself, because from now to future you never get help from family again. You try hard, have independent. I very love my family. But because reason my social country, I cannot live with my family. When I put my step in my boat, I thinking a lot myself and my family about the life. My parents are old but my brother and sister very young, so they need help. That reason for me thinking more their live. I thinking about my trip crossing sea. My boat very small but sea very big. If bad happen to me, I will die. And another thinking when I get the land I don't know how I live. I worry so much, but anything okay.

A Language Experience (Corrected Copy)

My Family

My family has five people; my father, my mother, me, my young brother and my younger sister. My family still lives in Vietnam. My family can't leave Vietnam because they don't have much money. Now my father is a fisherman and a farmer. When my father was still a little child, he went to school. After that he became a policeman. He worked for freedom for ten years. In 1975 the Communist government of South Vietnam put many people who were working for freedom in jail. So my father went to jail. After two years my father went back to live with my family.

My mother is a tailor. She sews shirts and women's clothing. Now my mother is thirty-eight. My younger brother is fourteen. He is a student. Now he is in the eighth grade. My younger sister is twelve. She is in the sixth grade. She does well in school.

During the time my father was in jail, my family's life was very hard. But my mother is a very clever woman. My family always thought first of education, so my mother worked hard, made money and raised me and my younger brother and sister, so we could go to school. When I was nearly seventeen, I left Vietnam because I could not live with a Communist government and I did not want to become a Communist soldier. So on the date of May 3, 1979, my family decided that I should leave Vietnam secretly by boat. My parents reminded me to always "talk and do things the right way, think ten times before you talk, get along with everybody, don't drink alcohol or smoke, remember education should come first and work hard for the future. If you obey all of these things you will build a better life for yourself, because from now to the future you will never get help from your family again. So, try hard and be independent."

I love my family very much, but because of my country's society I cannot live with my family. When I stepped into the boat, I was thinking a lot about myself and family, "If I decide to leave my country, I will never see my family again." I thought about what my family's life is like, "My parents are old but my brother and sister are very young, so they need help." For that reason I was thinking more about their lives than my own. I thought about my trip crossing the sea. My boat was very small but the sea is very big. If something bad happened to me, I would die. And another thought was when I got to land, I wouldn't know how to live there. I worried so much, but everything is okay.

TUTOR REPORT FORM

LANGUAGE EXPERIENCE

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Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Tutor prepares materials to help conduct Step 3.		_____Min.	
2. Tutor orients student to task and relates it to student's experience.		_____Min.	
3. Tutor gets student to tell the story.		_____Min.	
4. Tutor writes student's story verbatim.		_____Min.	
5. Tutor corrects story and explains corrections		_____Min.	How many corrections were made? # ____
6. Tutor reads sentence aloud, student reads it aloud. Complete story this way.		_____Min.	
7. Tutor teaches student unknown words (if any) using "Sight Word" techniques		_____Min.	Number of sight words taught _____
8. Student reads story aloud several times until smooth.		_____Min.	Number of times story was read _____
9. Tutor records story. Student records story.		_____Min.	

Activities	Date Done	Duration	Comments
10. Tutor gives instructions: a. Student silently reads story while listening to tape at home. b. Student listens to tape and writes story at home.		_____Min.	
11. Next Session Tutor reads and corrects student's transcription of story done at home.		_____Min.	Errors corrected _____ Word Order _____ Spelling _____ Grammar _____ Punctuation

PHASE II

READING THE LANGUAGE OF OTHERS

TEACHING STRATEGIES:

1. Read and Perform a Task
2. Read and Answer Comprehension Questions
3. Read and Paraphrase

READ AND PERFORM A TASK

RATIONALE FOR THE READ AND PERFORM A TASK TEACHING STRATEGY

Reading and following directions is a natural part of our world at all ages. Everyone, at one time or another, has to assemble new toys or tools or household appliances. We have all used directions to guide our cooking or construction of furniture or remodeling of our homes. Everyone has to follow oral or written directions on how to get somewhere or locate addresses or phone numbers of friends or stores or services. Filling out application forms, coupons, and other kinds of forms is part of our lives, too. Much of our time is spent in following oral or written directions. That is the major reason this activity is included in the program.

But there is another reason why Read and Perform a Task activities are included. It is one of the best ways to improve communication because we usually follow directions for things that are important to us and thus motivation is high. Secondly, performance becomes an immediate measure of whether we have "read it right" or have understood it or if the directions were unclear.

OVERVIEW OF THE READ AND PERFORM A TASK TEACHING STRATEGY

1. Orienting Student to the Task

   Orient the student to the task and involve the student by relating it to her/his experiences encouraging her/him to predict what may be in the task.

2. Silently Reading the Text and Underlining Difficult or Unknown Words

   Have the student silently read the text in English and underline unknown or difficult words.

3. Learning the Meaning and Pronunciation of Difficult or Unknown Words

   Help the student figure out meanings of unknown or difficult words by using context, references, and structural analysis.

4. Practicing and Using Difficult or Unknown Words

   Teach the student words by sight. Give the student practice using difficult or unknown words and phrases.

5. Re-read Text

   Have the student re-read text, either orally or silently to prepare for answering comprehension questions.

6. Answering Comprehension Questions In Writing

   Have the student answer comprehension questions if there are any included in the lesson.

7. Doing the Task

   Have the student perform the prescribed task with your help when needed. (The student fills out an application form, looks something up in the "Yellow Pages", etc.)

DETAILS OF THE BASIC TEACHING STRATEGY FOR READ AND PERFORM A TASK

STEP ONE: ORIENTING STUDENT TO TASK

In orienting the student to a Read and Perform a Task activity, you do two things:

1. Personal Experience.

   Check to see what personal experience the student has had with the task.

   EXAMPLE: "This is an application form that has to be filled out when you want a job. Have you ever filled out this kind of form (or know someone who has)? Tell me about it."

2. Predict.

   Ask the student to predict what "might be" involved in the task before looking at it.

   EXAMPLE: "What kinds of questions do you think there are in this application form?

3. Record Relevant Information on Tutor Report Form.

STEP TWO: SILENTLY READING THE TEXT AND UNDERLINING DIFFICULT OR UNKNOWN WORDS

In guiding the student to silently read the text and underline unknown words, you do three things:

1. Describe Task and Model Procedure.

   EXAMPLE: "Now I'd like you to read the application form to yourself and put a line under words you do not understand. Watch me." (You read silently and underline some words that are difficult or ambiguous.) "See. I read it to myself and marked these words because I'm not sure what they mean."

2. Ask Student To Do It Along With You.

   EXAMPLE: "Now let's read a line together aloud." (Read aloud together.) "Are there any words you are not sure of?" (Student answers.) "Underline them." (Student underlines.)

3. Ask Student to Finish Task.

   EXAMPLE: "Now you do the rest of the form. Read it to yourself and underline the words you do not know."

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP THREE: LEARNING THE MEANING AND PRONUNCIATION OF DIFFICULT OR UNKNOWN WORDS

To help the student figure out the meaning and pronunciation of difficult or unknown words, you do these things:

1. Use Context Clues.

   Go back to the text with the student and see if you can find any clues there as to what the word means.

   e.g., A calculator manual reads, "this is the accumulation switch." You might say the following: "Accumulation is the same as collecting. This switch is used to add up or collect the answers to several different problems as you do them. In this book 'accumulation' is defined by two synonymous phrases: 'add up the answers to several different problems' and 'collect the answers.'"

   The example above uses a synonym and then a restatement of the idea as found within the text. Use restatements, synonyms and definitions within the context as appropriate.

   If context does not help, go on to the next step.

2. Use Bilingual Dictionary.

   Ask the student to look up the English word for an equivalent word in her/his native language. Make sure s/he explains that meaning to you to check if it is correct within the context of the English sentence.

   NOTE: Learning to use a bilingual dictionary efficiently is an important skill for an ESL student. Drill is needed on this skill and should include using the equivalent English word in a sentence to check for correct meaning.

3. Use English Dictionary.

   Look up the word, then go back to the text to figure out which meaning makes sense in the context.

4. Use Structural Analysis.

   If possible, break a word up into its parts as a way of making it clear.

   e.g., The sign said "Watch Out For Underground Cable." The student does not understand the word underground. You can break the word into two parts: under and ground and explain the meaning of each word and how they can form a new word when joined together.

5. Learning the Pronunciation of New Words.

   a. Model the correct pronunciation of the word.

      Have the student watch you say the word and then repeat it after you say the word. Practice this a few times.

   b. Say the word while the student looks at the word, then s/he repeats it.

   c. In a multi-syllable word, break it into syllables and say the word, e.g. tre-men-dous. Have the student repeat, then say it all together and have the student repeat the word. Repeat this a few times.

6. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FOUR: PRACTICING AND USING THE DIFFICULT OR UNKNOWN WORDS

To help the student practice using difficult or unknown words and phrases, you do these things.

1. Learning the Words By Sight.

   a. Make sight word cards.

      Tell the student to print the unknown or difficult words or phrases on a flash card, one word or phrase per card.

      NOTE: If the student has trouble writing, it is better for the tutor to write the words. This is not writing practice.

   b. Teach the student to read the sight words.

      Tell the student, "I'm going to help you learn to read these words. If you know the word, tell me. If you don't know the word, I'll tell you."

      (1) Show the student the word and ask, "Do you know this word?"

      If the student does not respond immediately, tell her/him, "This word is _____. Say it with me."

      (2) Tell the student to look at the word and try to get a picture of it--its shape or its first letter--while repeating it at the same time.

      (3) Ask the student to use the word in a sentence.

      If s/he can't, then you model a sentence using the word and have the student repeat the sentence.

   c. Check and Reinforce Sight Words.

      Go through the words again. Say, "What's this word?" If s/he knows the word, respond with, "Good. You've got it."

Sort the cards into to groups of words: "Known" and "Unknown." When the student misses five words, STOP and drill on those words.

Unknown words will need further study and drill. Known words need no further work.

2. Practice Reading and Writing Sight Words.

Tell the student to:

a. Read the word.

b. Cover the word.

c. Write the word from memory.

d. Uncover the word and compare.

Have the student repeat the above steps until s/he writes it correctly three times in a row.

3. Using the Words in a Familiar Context.

Ask the student to recall a familiar context. A past or personal experience from a Language Experience lesson or conversation will do. Then engage in a discussion in which you both attempt to use the word or phrase. Use both positive and negative instances. For example, "The noise next door was distracting when I tried to study. But the quiet music I played was not distracting."

4. Using the Words in Conversation.

Have a conversation with the student in which a few difficult words written on separate cards are placed face down. Use no more than three recent difficult words and two from previous lessons. Take turns with the student picking up a card and starting a conversation using the word. The conversation can be initiated either with a question or an explanation about the word.

5. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FIVE: RE-READ TEXT

To prepare the student to answer the comprehension questions you do these things:

1. Re-read Text.

   Ask the student to re-read the text either orally or silently.

   e.g., "Take a few minutes to re-read this to make sure you are comfortable with it before answering some questions. If you have any questions, please stop and ask them."

2. Answer Questions.

   If the student has any questions, take a few minutes to answer them.

3. Record Relevant Information On Tutor Report Form.

GO ON TO STEP 6.

STEP SIX: ANSWERING COMPREHENSION QUESTIONS IN WRITING

There are two things to do in guiding the student through the "Comprehension Questions" activity.

1. Answer Questions.

   Ask the student to work on her/his own in answering the questions and to skip any that are unclear or too difficult. If the student knows an answer but has difficulty writing it, use one of the following procedures:

   a. Help the student by spelling or writing the difficult words.

   b. Discuss the answer orally and then take it down (transcribe it) as the student tells it to you.

2. Discuss Answers.

   Go over any answers that do not match your sense of the material, and any questions which were omitted because they were too difficult for the student, as follows:

   a. Discuss the answers (no matter how incomplete) to find out the student's thoughts on the questions.

      e.g., "Tell me what you thought here. What did you think it said or asked for? What was difficult?"

   b. Show recognition of the student's thought process.

      e.g., "I see how you got that answer," etc.; or "I see why this was difficult. Some of the words are confusing."

   c. Discuss all the questions and answers very briefly by referring back to the text.

e.g., "I see you completed statement 8 with your present employer because you did't understand the difference between 'present' and 'previous' employer." (Point.) "So let me explain the meaning of these words:

"previous employer is the company you worked for before, if you worked before.

"present employer is the company you work for now, if you are working now.

"application to an employer is the company you want to work for.

"In this case, your present employer is the company you work for now."

3. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SEVEN: DOING THE TASK

After the student has been through the previous six steps, the task should be fairly easy to accomplish independently. Instructions to the student at this stage involve the following:

1. Complete Task.

   Ask the student to complete the task without your assistance or any prompts, skipping what is too difficult, with the following exceptions:

   a. If the student cannot proceed in the task because a step which is too difficult must be completed before going on, s/he may ask for help.

      e.g., in filling out an application form, it is usually not necessary to fill it out in any special order. Thus, items may be skipped. However, in "assembling" something, if a step is unclear, it is usually necessary to get it clear and completed before going on.

   b. If a check list or guide is necessary for the task (e.g. cooking, assembling, constructing, following a map, and so on), then it must be available to the student. If a reference or a check list is not usually used in the real life task (e.g. an application form), then it should not be available.

2. Observe.

   Observe the student's performance of the task and note the following on your Tutor Report Form under "Comments:"

   a. Long pauses (note where).

   b. Questions (note where).

   c. Errors (note where).

   d. Minutes (note how many).

   e. Prompted or not prompted.

3. Review.

   After the task is completed go through a review as follows:

   a. Probe for what the problem was at the "pause", "question", or "error" points. Find out what the student was thinking or how the student read or interpreted the instructions.

   b. Recognize the student's thinking and note the points that were difficult and why they were difficult.

   c. Discuss the misreadings or omissions or misinterpretations to get them clear and have the student "re-do" those sections.

4. Record Relevant Information On Tutor Report Form.

Practice this activity using the sample lesson on the following page.

You should now feel comfortable enough with all seven steps in this strategy to paraphrase them. Ask your supervisor to check you as you summarize them while looking at the Tutor Report Form as a guide.

APPLICATION FORMS

Filling out forms is something we all do and can do without much difficulty. However, for the person learning English, filling out a job application, a medical form or an accident report could be almost impossible. Therefore, in this reading program various examples of forms will be included in our reading lessons.

The general format for teaching a student how to fill out a particular form will be as follows:

1. Give the student the form and explain what it is for.

2. Have the student fill out as much as he or she can without your help.

3. Teach the student the meaning of the words that s/he does not know or understand and explain what information is being requested of him or her.

4. All example forms will have vocabulary comprehension questions attached to them. These questions are intended to be "teaching" questions whereby the student learns what information is being requested of him or her through the words and phrases found on a particular form.

Note: These steps may be reversed. The vocabulary comprehension questions may covered first and then the student fills out the form.

To decide between the two approaches it would be best to try one approach and then the other.

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B-D **BECTON-DICKINSON**
DIVISION OF BECTON, DICKINSON AND COMPANY
RUTHERFORD, NEW JERSEY 07070

EMPLOYMENT APPLICATION

As an Equal Opportunity Employer, Becton Dickinson and Company does not discriminate in Hiring or Terms and Conditions of Employment because of an individual's Race, Creed, Color, Sex, Age, National Origin, Ancestry, Marital Status, eligibility for Military Service, Religion, Handicap, or Vet Status.

DATE

NAME (FIRST) (MIDDLE INITIAL) (LAST)

PHONE NUMBER

STREET ADDRESS | CITY | STATE | ZIP CODE

SOCIAL SECURITY NUMBER

ARE YOU IN THE U. S. ON A VISA WHICH PROHIBITS YOU FROM WORKING HERE : ☐ YES ☐ NO

PRESENT AND PREVIOUS EMPLOYERS LIST LAST EMPLOYER FIRST	DATES OF EMPLOY. FROM	TO	STRAIGHT TIME EARNINGS	POSITION HELD	REASON FOR LEAVING
	MO	MO			
	YR	YR			
	MO	MO			
	YR	YR			
	MO	MO			
	YR	YR			

DO NOT WRITE BELOW THIS LINE

HIRED ☐ YES ☐ NO ☐ PENDING | STARTING DATE | TIME | C C NUMBER

DEPARTMENT | JOB TITLE

RATE HR. | ☐ TIME WORK ☐ PIECE WORK ☐ LIMITED PIECE WORK ☐ SALARY | ☐ DAY ☐ NIGHT ☐ ALTER. SHIFT | ☐ REENGAGED

BD 26 4/75

TYPE OF POSITION APPLIED FOR

DO YOU HAVE ANY PHYSICAL LIMITATIONS, OR PAST ILLNESS THAT WILL RESTRICT YOUR ABILITY TO SATISFACTORILY PERFORM THE JOB YOU ARE APPLYING FOR ? ☐ YES ☐ NO

IF YES, EXPLAIN

U. S. MILITARY SERVICE ☐ YES ☐ NO | BRANCH OF SERVICE | SPECIALTY | HAVE YOU RECEIVED NOTICE TO REPORT FOR ACTIVE DUTY ? ☐ YES ☐ NO | RANK OF SERVICE

HAVE YOU EVER BEEN CONVICTED OF A FELONY (OR A DRUG RELATED OFFENSE) ? ☐ YES ☐ NO | WHERE | WHEN | CHARGE

EDUCATION	NAME OF SCHOOL	DEGREE MAJOR OR NUMBER OF CREDITS	NO OF YRS	GRAD YR
GRAMMER SCHOOL				
HIGH SCHOOL				
COLLEGE				
GRAD SCHOOL				
TRADE				
OTHER				

RELATIVES EMPLOYED AT BECTON, DICKINSON AND COMPANY

I understand that any misrepresentation of fact in this application will be cause for dismissal, cancellation of offer, and/or negation of any additional employment considerations or agreements. I hereby authorize Becton, Dickinson and Company to investigate these statements and references without liability arising therefrom. I also realize that I must take a Company furnished physical examination to be acceptable for continued employment.

X _____
APPLICANT'S SIGNATURE

Vocabulary Comprehension Questions for a Job Application

1. The word Date on the application form is asking for the month, day and year for:

   ( ) the day you are applying for a job.
   ( ) the day you were born.
   ( ) the day you came to the United States.

2. A phone number should be written like ____ ___ in the United States.

   ( ) 555-48-25
   ( ) 55-548-25
   ( ) 555-4825
   ( ) 5-55 48-25

3. Street address asks for:

   ( ) the name of my house
   ( ) the number of my house
   ( ) the name of my house and the name of the street
   ( ) the number on my house and the name of the street

4. The name of my city is:

   ( ) Salt Lake City
   ( ) Ogden
   ( ) Provo
   ( ) Layton

5. Utah is the _____ that I live in.

   ( ) Country
   ( ) City
   ( ) State
   ( ) County

6. When people write letters to me they need to put my _____on the envelope.

   ( ) phone number
   ( ) zip code
   ( ) Social Security Number
   ( ) charge account number

7. The name of the company I work for or the name of the person I work for is my:

   ( ) foreman
   ( ) instructor
   ( ) employer
   ( ) supervisor

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8. Present Employer means the company I:

( ) work for now
( ) worked for last year
( ) want to work for
( ) just left

9. Previous Employers are the _____ companies I worked for.

( ) past
( ) present
( ) future
( ) current

10. "List last employer first." Follow this direction and list your past employers.

Employer	From	To
Draper Lumber	Jan. 1978	Oct. 1980
Safe Lite Co.	May 1977	Dec. 1977
Bard-Parker	Oct. 1980	Present

Employer	From	To

TUTOR REPORT FORM

READ AND PERFORM A TASK

Date _____ Reading Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task and relate to student's experience.		_____Min.	
2. Student silently reads text in English and underlines unknown words and phrases.		_____Min.	
3. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		_____Min.	How many words did the student not know: # _____
4. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words were drilled: # _____
5. Student re-reads text, either orally or silently --focus on comprehension.		_____Min.	
6. Student answers comprehension questions (if there are any).		_____Min.	Write the type of prompt next to the question number. 1___6___11___16___ 2___7___12___17___ 3___8___13___18___ 4___9___14___19___ 5___10___15___20___
7. Student performs prescribed task with help of tutor, if needed.		_____Min.	Completed Task _____ With help _____ Without help

READ AND ANSWER COMPREHENSION QUESTIONS

RATIONALE FOR THE READ AND ANSWER COMPREHENSION QUESTIONS TEACHING STRATEGY

The method of Read and Answer Comprehension Questions is a method of teaching as old as the classroom teacher's assignment to "read the chapter and answer the questions at the end." However, its purpose is to familiarize the student with reading English in typical formats, such as a utility bill, the newspaper, or a short story, as well as to teach approaches to reading with comprehension.

In addition to presenting functional content, the rationale for this form of active reading involvement of the student is to require her/him to respond in English to meanings of English words and structures in a form less than a paraphrase. This method is the middle step between Read and Perform a Task, in which the student has to read, understand, perform and minimally produce English, and Read and Paraphase, in which the student has to read, understand, and produce correct oral and written English.

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OVERVIEW OF THE READ & ANSWER COMPREHENSION QUESTIONS TEACHING STRATEGY

1. Orienting Student to the Task

   Give the student a brief overview of what will be done during the tutoring session and what will be expected of her/him. Relate the material to the student's own experience.

2. Bilingual Material (Optional)

   Have the student read the story in her/his native language if available.

3. Silently Reading Story and Underlining Difficult or Unknown Words

   Ask the student to read the story silently, and underline any difficult or unknown words.

4. Learning the Meaning and Pronunciation of Difficult or Unknown Words

   Help the student to learn the meaning and pronunciation of difficult words by using context, bilingual dictionary, or structural analysis.

5. Practicing and Using the Difficult or Unknown Words

   Have the student learn the words by sight and practice reading difficult or unknown words and phrases.

6. Read Text Orally

   Read the text while student follows along. Then have the student read the text orally several times for fluency in pronunciation and intonation. Give feedback.

7. Re-read Text

   Have the student re-read text silently.

8. Answer Comprehension Questions Orally & Tape Answers

   Have the student answer questions orally and tape record them while you assist as needed.

9. Writing Answers tc Comprehension Questions or Completing Cloze Test

   Have the student write answers to either comprehension questions or complete a Cloze test, depending on which is included in that lesson.

   NOTE: A Cloze test is a copy of the reading text with every seventh word, or a similar random order, deleted. The student is to fill in the blanks as a comprehension check.

10. Taping the Text (if needed)

    Tape record the text or portion of text. Have the student tape it also.

11. Home Study & Assignment (if Step 10 is done)

    Instruct the student to listen to the tape and transcribe the text. Model the task for the student.

12. Next Session

    Review the student's transcription. Correct errors when necesary, explaining why the corrections are made.

DETAILS OF THE BASIC TEACHING STRATEGY FOR READ AND ANSWER COMPREHENSION QUESTIONS

STEP ONE: ORIENTING STUDENT TO THE TASK

To orient the student to a "Read and Answer Comprehension Questions" activity, you do the following:

1. Explain Reading and Questions.

   Tell the student that s/he will be asked to read a story and answer comprehension questions.

2. Personal Experience.

   Use words from the text or the title or subheadings, ask the student if s/he knows something about the subject of the story or article. This will help the student's motivation and comprehension.

3. Predict.

   Ask the student to predict what might happen in the story or article. For example, "So, the story is about 'x'. What do you think might happen? Where do you think it takes place? Who else might be involved? How might it turn out?"

   The prediction may well be encouraged while the student reads silently. Prediction helps focus on the text structure and again aids comprehension and motivation.

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP TWO: BILINGUAL MATERIAL

This step is performed only when an equivalent text is available in both the student's native language and English.

This step is to provide the student with as much help in comprehension as possible, enabling her/him to concentrate on English vocabulary and grammatical structures. This step should be included in this strategy for only one or two lessons, if material is available.

1. Reading the Story in Native Language.

   Explain to the student that s/he is to read the story in her/his language first and then s/he will read it in English.

2. Record On the Tutor Report Form.

   Enter the number of minutes the student took to read the passage in her/his native language.

GO ON TO STEP THREE.

STEP THREE: SILENTLY READING THE TEXT AND UNDERLINING DIFFICULT OR UNKNOWN WORDS

To guide the student to silently read the text and underline unknown words, you do three things:

1. Describe Task and Model Procedure.

   EXAMPLE: "Now I'd like you to read the story to yourself and put a line under words you do not understand. Watch me." (You read silently and underline some words that are difficult or ambiguous.) "See. I read it to myself and marked these words because I'm not sure what they mean."

2. Ask Student To Do It Along With You.

   EXAMPLE: "Now let's read a line together aloud." (Read aloud together.) "Are there any words you are not sure of?" (Student answers.) "Underline them." (Student underlines.)

3. Ask Student to Finish Text.

   EXAMPLE: "Now you do the rest of the story. Read it to yourself and underline the words you do not know."

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FOUR: LEARNING THE MEANING AND PRONUNCIATION OF DIFFICULT OR UNKNOWN WORDS

To help the student figure out the meaning and pronunciation of difficult or unknown words, you do these things:

1. Use Context Clues.

   Go back to the text with the student and see if you can find any clues there as to what the word means.

   e.g., The article states, "...800 inmates 'rioted.'" You might say, "To riot means to act violently. In the sentence, it says the inmates took 'over cell blocks, looting, and setting fires.' They acted violently or they were out of control. They 'rioted.'"

   The example above gives a synonym and then identifies words in the sentence that describe its meaning as used in that context. You might want to use an English Dictionary as listed below to find all of the meanings and help the student determine the one that fits that context.

   If the context does not help, then go on to the next step.

2. Use Bilingual Dictionary.

   Ask the student to find an equivalent word in her/his native language. Make sure s/he explains that meaning to you to check if it is correct within the context of the English sentence.

3. Use English Dictionary.

   Look up the word, then go back to the text to figure out which meaning makes sense in the context.

4. Use Structural Analysis.

   If possible, break a word up into its parts as a way of making it clear.

   Break compound words into their smaller words:

   battlefield into battle and field.

Break into prefixes, suffixes and root words:

paragraph: para means "beside, along;" graph means "to write." At one time, when most writing was done by hand, the writer would "write" a mark in a manuscript "beside" a word to indicate a change in thought. Now we simply show "the mark" by indenting or leaving a space at the beginning of a line or between lines.

This can lead into discussions of other words with the same root such as phonograph, photograph, autograph, lexigraph.

5. Learning the Pronunciation of New Words.

   a. Model the correct pronunciation of the word.

      Have the student watch you say the word and then repeat it after you say the word. Practice this a few times.

   b. Say the word while the student looks at the word, then s/he repeats it.

   c. In a multi-syllable word, break it into syllables and say the word, e.g. tre-men-dous. Have the student repeat, then say it all together and have the student repeat the word. Repeat this a few times.

6. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FIVE: PRACTICING AND USING THE DIFFICULT OR UNKNOWN WORDS

In helping the student practice using difficult or unknown words and phrases, you do these things.

1. Learning the Words By Sight.

   a. Make sight word cards.

      Tell the student to print the unknown or difficult words or phrases on flash cards, one word or phrase per card.

      NOTE: If the student has trouble writing, it is better for the tutor to write the words. This is not writing practice.

   b. Teach to read the sight words.

      Tell the student, "I'm going to help you learn to read these words. If you know the word, tell me. If you don't know the word, I'll tell you."

      (1) Show the student the word and ask, "Do you know this word?"

          If the student does not respond immediately, tell her/him, "This word is _____. Say it with me."

      (2) Tell the student to look at the word and try to get a picture of it--its shape or its first letter--while repeating it at the same time.

      (3) Ask the student to use the word in a sentence.

          If s/he can't, then you model a sentence using the word. Have the student repeat the sentence.

   c. Check and Reinforce Sight Words.

      Go through the words again. Say, "What's this word?" If s/he knows the word, respond with, "Good. You've got it."

Sort the cards into to groups of words: "Known" and "Unknown." When the student misses five words, STOP and drill on those words.

Unknown words will need further study and drill. Known words need no further work.

2. Practice Reading and Writing Sight Words.

Tell the student to:

a. Read the word.

b. Cover the word.

c. Write the word from memory.

d. Uncover the word and compare.

Have the student repeat the above steps until s/he writes it correctly three times in a row.

3. Using the Words in a Familiar Context.

Ask the student to recall a familiar context. A past or personal experience from a Language Experience lesson or conversation will do. Then engage in a discussion in which you both attempt to use the word or phrase. Use both positive and negative instances. For example, "The noise next door was distracting when I tried to study. But the quiet music I played was not distracting."

4. Using the Words in Conversation.

Have a conversation with the student in which a few difficult words written on separate cards are placed face down. Use no more than three recent difficult words and two from previous lessons. Take turns with the student picking up a card and starting a conversation using the word. The conversation can either be initiated with a question or an explanation about the word.

5. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SIX· READ TEXT ORALLY

1. Model Reading.

   Orally read the text while the student follows or reads along.

2. Student Reads Orally.

   The student orally reads the text several times for fluency in pronunciation and intonation.

   As the student re-reads for fluency, allow her/him to read without interference unless there is great difficulty. Then:

   a. Re-read together troublesome phrases or sections.

   b. Have student read it alone.

   c. Give very brief review if necessary of pronunciation of words or even go back to the read-cover-write approach and combine it with saying the word.

3. Improve Student's Fluency In Oral Reading.

   If a student reads word-by-word, help her/him to read in phrases by doing the following:

   a. "Read and Look Up Technique."

      (1) Divide the text into phrases using slashes (/).

      (2) Ask the student to silently read the words between two slashes.

      (3) Have the student look up and orally repeat the words s/he just read.

      (4) Continue through all of the phrases in the above manner.

      MODEL steps (2) and (3) and also (4) if needed.

EXAMPLE: Helen Keller /
was deaf /
dumb and blind. /
But she did /
many important things /
in her life. /
Helen was born /
in Alabama /
in 1880. /
When she was two years old /
she became sick. /

NOTE: For a student who is having great difficulty, use short phrases, increasing their length as s/he progresses. More proficient students can handle longer phrases and can also put in the slashes.

b. "Backward Build-Up" Technique.

(1) Say the last word; student repeats.

(2) Say the last two words; student repeats.

(3) Continue as above to the first word of the phrase.

EXAMPLE: When she was two years old
"old"
"years old"
"two years old"
"was two years old"
"she was two years old"
"when she was two years old"

4. Decide if Steps 10 (Taping Recording) and 11 (Home Study) Are Needed.

a. If the student is fluent in reading the text and uses proper intonation, omit steps 10 and 11. Otherwise continue with all steps.

b. Tape only part of the text if it is very long or if only part of it requires practice.

5. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SEVEN: RE-READ TEXT

To prepare the student to answer the comprehension questions you do these things:

1. Re-read Text.

   Ask the student to re-read the text either orally or silently.

   e.g. "Take a few minutes to re-read this to make sure you are comfortable with it before answering some questions. If you have any questions, please stop and ask them."

2. Answer Questions.

   If the student has any questions, take a few minutes to answer them.

3. Record Relevant Information On Tutor Report Form.

GO ON TO STEP 8.

STEP EIGHT: ANSWER COMPREHENSION QUESTIONS ORALLY AND TAPE RECORD ANSWERS

1. Answer Questions Orally.

   Ask the student to answer the comprehension questions orally. The student may look back at the text. If the student has difficulty or gets an answer wrong:

   a. Ask the student to show you where in the text "it says that" or suggests to the student "the answer might be". This often resolves the problem in comprehension.

   b. Read the section aloud and discuss the meaning of what is said in relation to the question. If appropriate, make a point of whether the question is:

      (1) Literal: It asks for something clearly stated in the text.

      (2) Inferential: It asks you to read between the lines or infer from what is in the text.

      (3) Experiential: It asks you to relate the text to your own experience to figure out an answer.

2. Tape Record Answers.

   Student may tape directly or "tryout" answers before taping them. Only the student records answers in this procedure.

3. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP NINE: WRITING ANSWERS TO COMPREHENSION QUESTIONS OR COMPLETING A CLOZE TEST

Every text will have either a request for the student to write the answers s/he just gave orally to the comprehension questions, or to complete the answers to the Cloze test. Instructions for both are given below:

1. Writing the Answers to the Comprehension Questions

   a. Student should use complete sentences for answers to comprehension questions.

   b. Student may replay the tape for clues if needed.

   c. Correct errors in word order, grammar, spelling, punctuation, appropriateness of words.

2. Completing Cloze Test.

   a. Ask the student to fill in the blank space with a word that s/he thinks would sensibly belong in that sentence.

   b. Ask the student to check her/his completed Cloze Test against the text.

   c. Praise the student for choosing the same words as found in the text.

   d. Accept a word that is different from that in the text if it means almost the same thing as the word in the text and explain why it is acceptable.

   e. Do not accept the word if its meaning is not similar to the word in the text and explain why it is not acceptable.

3. Make Either Task Enjoyable.

   Watch for the following:

   a. Do not wait a long time if the student ha difficulty. Refer the student back to the text and prompt as needed.

b. Do not lecture on grammar, punctuation, etc. Explain and/or give examples. Have the student try another example you construct.

c. Make the task enjoyable. Even a "wrong" answer may be reasonable given the student's own experience or understanding of the passage.

4. Record Relevant Information On Tutor Report Form.

Read over the above procedures. If there are no questions

GO ON TO STEP 10.

STEP TEN: TAPE RECORDING THE TEXT (IF NEEDED)

1. Taping.

Both the student and the tutor tape the text so the student has a model to follow when re-reading it for home study.

2. Record Relevant Information On Tutor Report Form.

GO ON TO STEP 11.

STEP ELEVEN: HOME STUDY AND ASSIGNMENT
(If Step Ten [Tape Recording] is done.)

Homework for this Section of the reading program is very specific. Follow these procedures for assigning the homework.

1. Silently Reading With Tape.

   Tell the student to silently read the text while listening to the recording.

   DEMONSTRATE THE TASK.

2. Listening and Writing.

   Tell the student to listen to the text and write it down as s/he hears it.

   MODEL THE TASK:

   Demonstrate for the student how s/he is to listen to and write down the taped text:

   a. Listen to one sentence of text. Stop tape.

   b. Write down the sentence.

   c. Listen to one more sentence. Stop tape. Write.

   Demonstration should be brief but long enough for the student to understand what the task involves.

3. Assignment.

   Tell the student to bring her/his transcription of the text to the next class so you can look it over and make any corrections necessary.

   If the student has difficulty with transcriptions, make a version of the text with no punctuation and no capitalization. Then have the student listen to the tape at home and put in the punctuation and capitalization. Do this occasionally for practice.

4. Record Relevant Information On Tutor Report Form.

STEP TWELVE: NEXT CLASS

1. Read the Transcription Silently.

   Read the entire transcription to yourself.

2. Comment Positively on Correct Work.

3. Corrections That May Be Necessary.

   a. WORD ORDER

      EXAMPLE: Change "I have a car blue" to "I have a blue car."

   b. SUBJECT AND VERB AGREEMENT

      EXAMPLE: "Carol and John is my friends." should be "Carol and John are my friends."

   c. OTHER GRAMMATICAL ERRORS

      EXAMPLE: "He no was to home" changes to "He was not at home."

   d. PUNCTUATION ERRORS

   e. SPELLING ERRORS

      Explain why something is incorrect and why your correction is more acceptable to American English speakers.

4. Record Relevant Information on Tutor Report Form.

Now that you have completed all twelve steps of the Read and Answer Comprehension Questions activity, you should feel comfortable enough to paraphrase the , using the Tutor Report Form as a guide. Have your supervisor check you out.

Reading the Newspaper

Sometimes when you want to read the newspaper you don't have enough time to read all of it. How can you decide what to read? Well, first you look at the "headlines" which you will find at the top of each "article". This will tell you what the article is about. Here are some examples:

Reagan Decides to Help Guatemala

This headline tells you that the article is about President Reagan and Guatemala. President Reagan probably decided to send money or military aid to help Guatemala.

War Over Lebanon Seems Near

What do you think an article with this headline is about?

The headline will give you the general idea of the story and you can decide if you want to read it. But still you may not have enough time to read the whole article. What do you do? Well, the next thing you can do is look at the first "paragraph" of the article. It will tell you: 1) who or what the article is about; 2) what happened; 3) where it happened; 4) when it happened; and 5) why or how it happened. Example:

> President Reagan told the Senate in Washington today that he wants to give military aid to Guatemala if the Guatemalan government will stop the violence in that country.
>
> 1) Who: President Reagan
> 2) What happened: Told the Senate that he wants to give military aid to Guatemala
> 3) Where: In Washington
> 4) When: Today
> 5) Why: If the Guatemalan government will stop the violence in that country.

The first paragraph will tell you all you need to know. The rest of the article tells you all the "details". If the first paragraph interests you then you can read the rest of the article to find out more about the story.

Now, you can practice reading a paragraph and finding the answers to questions.

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Read the paragraphs and write: 1) Who or What, 2) What Happened, 3) Where, 4) When, and 5) Why or How, next to the correct phrase.

EXAMPLE: where Salt Lake City, Utah

when Saturday

A. BELFAST, Northern Ireland - A night of severe rioting sparked by the deaths of two more Irish republican hunger strikers in the Maze prison left parts of Belfast looking like a battlefield Friday.

_____ 1. A night of severe rioting

_____ 2. left Belfast looking like a battlefield

_____ 3. Belfast, Northern Ireland

_____ 4. Friday

_____ 5. sparked by the deaths of two more Irish republican hunger strikers in Maze prison

B. JACKSON, Mich. - About 800 inmates rioted for 11 hours at Southern Michigan Prison Friday, taking over two cell blocks, looting and setting fires at the world's largest walled prison.

_____ 1. Jackson, Mich.

_____ 2. 800 inmates

_____ 3. Friday

_____ 4. rioted for 11 hours at Southern Michigan Prison

_____ 5. taking over two cell blocks, looting and setting fire at the world's largest walled prison

C. ATLANTA - The federal government announced a $460,000 grant Friday to help Atlanta keep its children safe in summer day camps, and police said they had contacted a man they wanted to question about one of 27 young blacks killed since July, 1979.

_____ 1. Friday

_____ 2. Atlanta

_____ 3. announced a $460,000 grant

_____ 4. to help Atlanta keep its children safe in summer day camps

_____ 5. the federal government

Read the paragraph and answer these questions:

1. Who is this article about?_____

2. What happened?_____

_____

3. When did it happen? _____

4. Where did it happen? _____

5. Why or how did it happen? _____

Bobby Sands, the Irish Republican Army hunger striker and member of Britain's Parliament, died on May 5 after a fast of 66 days.

Read the paragraph and answer these questions:

1. Who is this article about?_____

2. What happened? _____

_____

3. When did it happen? _____

4. Where did it happen?_____

5. Why or how did it happen? _____

Jimmy Ray Payne was found dead May 8, 1981, making him the 26th victim of the racial killer in Atlanta, Georgia.

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Read the paragraph and answer these questions:

1. Who is this article about? _____

2. What happened? _____

_____

3. When did it happen? _____

4. Where did it happen? _____

5. Why did it happen? _____

B 4 1[illegible] The Salt Lake Tribune, Saturday, May 23, 1981

Prison Sentence Given in Death

John M. Mouritsen was sentenced Friday to one to 15 years at the Utah State Prison for manslaughter in the September 1980 shooting death of another 18-year-old man.

TUTOR REPORT FORM

READ AND ANSWER COMPHREHENSION QUESTIONS

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Date _____ Read Passage _____ Session No. _____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to task.		____Min.	
2. Student reads text in native language if available. (optional)		____Min.	Bilingual text was abailable _____ Yes _____ No
3. Student silently reads text and underlines unknown words and phrases.		____Min.	
4. Tutor helps student figure out meaning and pronunciation of difficult or unknown words and phrases.		____Min.	How many words did the student not know? # _____
5. Tutor helps student practice difficult or unknown words and phrases.		____Min.	How many words are drilled? # _____
6. Student and tutor separately read text orally.		____Min.	Fluent? ____ Yes (omit steps 10 & 11) ____ No (include steps 10 & 11)
7. Student rereads text silently.		____Min.	
8. Student answers comprehension questions orally and tapes answers.		____Min.	Write the type of prompt next to the questions number. 1____ 6___ 11___ 16____ 2____ 7___ 12___ 17____ 3____ 8___ 13___ 18____ 4____ 9___ 14___ 19____ 5____ 10___ 15___ 20____

READ AND ANSWER COMPREHENSION QUESTIONS

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Activities	Date Done	Duration	Comments
9. Student writes answers to comprehension questions or completes Cloze Test.		_____Min.	Check: _____ Comprehension questions _____ Cloze Test
10. Student and tutor both tape text (if needed).		_____Min.	Check: _____ Comprehension questions _____ Cloze Test
11. If Step 10 is done, student listens to tape and transcribes text at home.		_____Min.	
12. Next Session Tutor reads and corrects student's transcription.		_____Min.	Errors corrected: _____ Word Order _____ Spelling _____ Grammar _____ Punctuation

READ AND PARAPHRASE

RATIONALE OF THE READ AND PARAPHRASE TEACHING STRATEGY

Read and Paraphrase extends the language experience of the ESL student by requiring the student to read a passage and then retell its content. By this method of "forcing" the student to be active in the use of oral English, paraphrasing will increase ease and familiarity with English words and structures. Oral paraphrase can be extended to written paraphrase. Writing in paraphrase is another step in the student's mastering the structures of the English idiom.

Read and Paraphrase is the final extension of the Language Experience (LEX) Process. It is the most difficult and the most important achievement for the ESL student. When the skill of paraphrasing is achieved, the student is functionally competent in her/his second language.

The paraphrasing technique has a secondary benefit--that of being helpful to staff in determining those grammatical structures which might require direct instruction.

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OVERVIEW OF THE READ AND PARAPHRASE TEACHING STRATEGY

1. Orienting Student to the Task

   Ask student to read the story, answer comprehension questions and finally retell the story in her/his own words.

2. Pre-reading Activities

   Prepare the student for the reading and paraphrase through one or more of the suggested activities.

3. Silently Reading the Story and Underlining Difficult or Unknown Words

   Instruct the student to read the story silently and underline unknown or difficult words.

4. Learning the Meaning and Pronunciation of Difficult or Unknown Words

   Help the student to figure out meaning and pronunciation of unknown or difficult words.

5. Practicing and Using the Difficult or Unknown Words

   Help the student to learn words by sight and use in context.

6. Read Text Orally

   Read the text orally while the student follows along. The student then reads text orally several times for fluency in pronunciation and intonation. Give feedback.

7. Re-read Text

   Have the student re-read the text silently.

8. Writing Answers to Comprehension Questions or Completing Cloze Test

   Have the student write answers to comprehension questions or complete cloze test.

9. Paraphrasing

   Model paraphasing and then have the student paraphrase story.

10. Tape Recording Student's Paraphrase

    Have the student repeat paraphrase of story and tape record it.

11. Home Study and Assignment

    Instruct the student to listen to and write down her/his paraphrase. Model the task for student.

12. Next Session

Review the student's transcription of her/his paraphrase. Correct errors when necessary. Explain why the corrections are made.

13. Paraphrase Independently

    Phase out steps used to "prompt" the paraphrase.

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DETAILS OF THE BASIC TEACHING STRATEGY FOR READ AND PARAPHRASE

Steps included in this strategy are almost identical to those found in Read and Answer Comprehension Questions. Each step serves as a prompt or guide to the paraphrase and eventually should be phased out. The last step, Step Thirteen, will list those steps which are essential to the student's skill of paraphrasing.

STEP ONE: ORIENTING THE STUDENT TO THE TASK

1. Explain Reading and Paraphrase Strategy.

   Tell the student that s/he will be asked to read a story, answer comprehension questions, and retell (paraphrase) the story in her/his own words.

STEP TWO: PRE-READING ACTIVITIES

1. Help the Student Understand and Remember the Main Ideas of the Story. Do any of the following:

   a. Provide the student with a brief summary of the story.

   b. Provide the student with a brief outline of the where, when, what, who, how and why of the story.

   c. Talk about the title, asking the student to guess what the story might be about.

   d. Give a brief background introduction to the topic of the text.

   e. Ask questions drawn from the story which will cause the student to think about the subject of the story before s/he reads it.

2. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP THREE: SILENTLY READING THE STORY AND UNDERLINING DIFFICULT OR UNKNOWN WORDS

In guiding the student to silently read the story and underline unknown words, you do three things:

1. Describe Task and Model Procedure.

   EXAMPLE: "Now I'd like you to read the story to yourself and put a line under words you do not understand. Watch me." (You read silently and underline some words that are difficult or ambiguous.) "See. I read it to myself and marked these words because I'm not sure what they mean."

2. Ask Student To Do It Along With You.

   EXAMPLE: "Now let's read a line together aloud." (Read aloud together.) "Are there any words you are not sure of?" (Student answers.) "Underline them." (Student underlines.)

3. Ask Student to Finish Story.

   EXAMPLE: "Now you do the rest of the story. Read it to yourself and underline the words you do not know."

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FOUR: LEARNING THE MEANING AND PRONUNCIATION OF DIFFICULT OR UNKNOWN WORDS

To help the student figure out the meaning and pronunciation of difficult or unknown words, you do these things:

1. Use Context Clues.

   Go back to the text with the student and see if you can find any clues as to what the word means.

   e.g., In the pre-reading activities, it asks, "What is a 'joke?'" You might say, "A joke is supposed to be funny. It is to make you laugh. Let's read further. It says, 'In the United States people often tell stories which are not really true ...they are not serious."

   The example above uses a restatement of the idea as found within the text. Use restatements, synonyms, definitions within the context if possible.

   If the context does not help, then go on to the next step.

2. Use Bilingual Dictionary.

   Ask the student to look up the English word in her/his native language to find an equivalent word. Make sure s/he explains that meaning to you to check if it is correct within the context of the English sentence.

3. Use English Dictionary.

   Look up the word, then go back to the text to figure out which meaning makes sense within the context.

4. Use Structural Analysis.

   If possible, break a word up into its parts as a way of making it clear.

   e.g., When you paraphrase, you retell a story or text. Re is a prefix we put on some words that means "back" or "again." So retell means tell again. Other words are "recall," "reread," "regain," etc.

5. Learning the Pronunciation of New Words.

   a. Model the correct pronunciation of the word.

      Have the student watch you say the word and then repeat it after you say the word. Practice this a few times.

   b. Say the word while the student looks at the word, then s/he repeats it.

   c. In a multi-syllable word, break it into syllables and say the word, e.g. tre-men-dous. Have the student repeat, then say it all together and have the student repeat the word. Repeat this a few times.

6. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP FIVE: PRACTICING AND USING THE DIFFICULT OR UNKNOWN WORDS

In helping the student practice using difficult or unknown words and phrases, you will do these things.

1. Learning the Words By Sight.

   a. Make sight word cards.

      Tell the student to print the unknown or difficult words or phrases on flash cards, one word or phrase per card.

      NOTE: If the student has trouble writing, it is better for the tutor to write the words. This is not writing practice.

   b. Teach to read the sight words.

      Tell the student, "I'm going to help you learn to read these words. If you know the word, tell me. If you don't know the word, I'll tell you."

      (1) Show the student the word and ask, "Do you know this word?"

          If the student does not respond immediately, tell her/him, "This word is _____. Say it with me."

      (2) Tell the student to look at the word and try to get a picture of it--its shape or its first letter--while repeating it at the same time.

      (3) Ask the student to use the word in a sentence.

          If s/he can't, model a sentence using the word. Have the student repeat the sentence.

   c. Check and Reinforce Sight Words.

      Go through the words again. Say, "What's this word?" If s/he knows the word, respond with, "Good. You've got it."

Sort the cards into to groups of words: "Known" and "Unknown." When the student misses five words, STOP and drill on those words.

Unknown words will need further study and drill. Known words need no further work.

2. Practice Reading and Writing Sight Words.

Tell the student to:

a. Read the word.

b. Cover the word.

c. Write the word from memory.

d. Uncover the word and compare.

Have the student repeat the above steps until s/he writes it correctly three times in a row.

3. Using the Words in a Familiar Context.

Ask the student to recall a familiar context. A past or personal experience from a Language Experience lesson or conversation will do. Then engage in a discussion in which you both attempt to use the word or phrase. Use both positive and negative instances. For example, "The noise next door was distracting when I tried to study. But the quiet music I played was not distracting."

4. Using the Words in Conversation.

Have a conversation with the student in which a few difficult words written on separate cards are placed face down. Use no more than three recent difficult words and two from previous lessons. Take turns with the student picking up a card and starting a conversation using the word. The conversation can either be initiated with a question or an explanation about the word.

5. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SIX: READ TEXT ORALLY

1. Models Reading.

   Orally read the text while the student follows or reads along.

2. Student Reads Orally.

   The student orally reads the text several times for fluency in pronunciation and intonation.

   As the student rereads for fluency, allow her/him to read without interference unless there is great difficulty. Then:

   a. Re-read together troublesome phrases or sections.

   b. Have student read it alone.

   c. Give very brief review if necessary of pronunciation of words or even go back to the read-cover-write approach and combine it with saying the word.

3. Improve Student's Fluency In Oral Reading.
   If a student reads word-by-word, help her/him to read in phrases by doing the following:

   a. "Read and Look Up Technique."

      (1) Divide the text into phrases using slashes (/).

      (2) Ask the student to silently read the words between two slashes.

      (3) Have the student look up and orally repeat the words s/he just read.

      (4) Continue through all of the phrases in the above manner.

      MODEL steps (2) and (3) and also (4) if needed.

EXAMPLE: Helen Keller /
was deaf /
dumb and blind. /
But she did /
many important things /
in her life. /
Helen was born /
in Alabama /
in 1880. /
When she was two years old /
she became sick. /

NOTE: For a student who is having great difficulty, use short phrases, increasing their length as s/he progresses. More proficient students can handle longer phrases and can also put in the slashes.

b. "Backward Build-Up" Technique.

(1) Say the last word; student repeats.

(2) Say the last two words; student repeats.

(3) Continue as above to the first word of the phrase.

EXAMPLE: When she was two years old
"old"
"years old"
"two years old"
"was two years old"
"she was two years old"
"when she was two years old"

4. Record Relevant Information On Tutor Report Form.

STOP. SIGNAL YOUR SUPERVISOR.

STEP SEVEN: RE-READ TEXT

To prepare the student to answer the comprehension questions, you do these things:

1. Re-read Text.

   Ask the student to re-read the text either orally or silently.

   e.g. "Take a few minutes to re-read this to make sure you are comfortable with it before answering some questions. If you have any questions, please stop and ask them."

2. Answer Questions.

   If the student has any questions, take a few minutes to answer them.

3. Record Relevant Information On Tutor Report Form.

GO ON TO STEP 8.

STEP EIGHT: WRITING ANSWERS TO COMPREHENSION QUESTIONS OR COMPLETING A CLOZE TEST

Every text will have either a request for the student to write the answers to the comprehension questions, or to complete the answers to the Cloze test. Instructions for both are given below:

1. Writing the Answers to the Comprehension Questions

   a. The student should use complete sentences for answers to comprehension questions.

   b. Correct errors in word order, grammar, spelling, punctuation, appropriateness of words.

2. Completing Cloze Test

   a. Ask the student to fill in the blank space with a word that s/he thinks would sensibly belong in that sentence.

   b. Ask the student to check her/his completed Cloze Test against the text.

   c. Praise the student for choosing the same words as found in the text.

   d. Accept a word that is different from that in the text if it means almost the same thing as the word in the text and explain why it is acceptable.

   e. Do not accept the word if its meaning is not similar to the word in the text and explain why it is not acceptable.

3. Record Relevant Information On Tutor Report Form

Read over the above procedure. If there are no questions

GO ON TO STEP 9.

STEP NINE: PARAPHRASING

1. Student Paraphrases Story.

   a. Explain to the student that s/he is to tell you, in her/his own words, the story that s/he has just read.

   b. Model paraphrasing for the student.

   c. Have the student paraphrase the story.

   d. With the first attempt to paraphrase allow the student to refer to the story if necessary.

   e. Once the student seems comfortable with the task, have her/him tell the story without referring back to it.

2. Record Relevant Information On Tutor Report Form

STOP. SIGNAL YOUR SUPERVISOR.

STEP TEN: TAPE RECORDING STUDENT'S PARAPHRASE

1. Student Tapes Paraphrase.

   a. Explain to the student that now s/he is to record her/his version of the story.

   b. Tape the student's paraphrase.

2. Record Relevant Information On Tutor Report Form.

STEP ELEVEN: HOME STUDY AND ASSIGNMENT

1. Instructions for Home Assignment.

   Explain to the student that s/he is to take the tape recording of her/his paraphrase home and transcribe it.

2. Model the Task.

   Demonstrate for the student how s/he is to listen to and write down the taped paraphrase.

   a. Listen to one sentence of paraphrase. Stop tape.

   b. Write down that sentence.

   c. Listen to one more sentence. Stop tape. Write.

   Demonstration should be brief but long enough for the student to understand what the task involves.

3. Instruct Student to Bring Transcription to Next Class.

4. Record Relevant Information On Tutor Report Form

STOP. SIGNAL YOUR SUPERVISOR.

STEP TWELVE: NEXT SESSION

The student should have brought the written version of her/his paraphrase to class. Review the paraphrase and use the following procedures for correcting the student's transcription.

1. Read the Transcription Silently.

   Read the entire narrative.

2. Comment Positively on Correct Work.

3. Make Corrections That May Be Necessary.

   a. WORD ORDER

      EXAMPLE: Change "I have a car blue" to "I have a blue car."

   b. SUBJECT AND VERB AGREEMENT

      EXAMPLE: "Carol and John is my friends." should be "Carol and John are my friends."

   c. OTHER GRAMMATICAL ERRORS

      EXAMPLE: "He no was to home" changes to "He was not at home."

   d. PUNCTUATION ERRORS

   e. SPELLING ERRORS

      Explain why something is incorrect and why your correction is more acceptable to American English speakers.

4. Record Relevant Information on Tutor Report Form.

STEP THIRTEEN: PARAPHRASE INDEPENDENTLY

As the student increases her/his skill in English, encourage her/him to try paraphrasing doing the following:

1. Have the student paraphrase using these steps:

STEP	TASK
3	Silently Reading the Story and Underlining Difficult or Unknown Words.
4	Learning the Meaning of Difficult or Unknown Words.
7	Re-read Text.
10	Tape Record the Paraphrase.
11	Transcribe the Paraphrase.

2. Give the student assistance when s/he needs it, filling in with other steps if necessary.

3. Give positive feedback as the student accomplishes a task on her/his own.

4. Record Relevant Information On Tutor Report Form.

You should now feel comfortable enough with all thirteen steps in this strategy to paraphrase them. Ask your supervisor to check you as you summarize them, using the Tutor Report Form as a guide.

Toward & Away

What is a joke?

Do you know any good jokes?

In the United States people often tell stories which are not really true. These stories do not hurt anyone and are told in fun - they are not serious. People call these stories tall tales. A favorite story of fishermen is the story of the big fish that they did not catch. If a fisherman has a bad day and catches only little fish or no fish, he comes home and tells the story of the big fish (the biggest fish in the world) that he almost caught. But at the last minute the big fish got away. Do you have stories like this in your country?

Do you know what "toward" means?

Do you know what "away" means? How about got away?

Think about these questions when you read the story:

What did the fisherman do everyday?

What did he tell his family each night?

What were the names of the fisherman's sons?

Who went fishing this day?

What did he tell his wife when he returned?

What happened to Toward?

What happened to Away?

Now read the story.

After you read the story, think about the questions above. Then retell the story in your own words. (Do not look at the story.)

M120

A Fishing Story

On an island lived a fisherman with his family. There was the fisherman's wife, Pat, and his two sons. The first son was named Toward. And the second was named Away.

Everyday the fisherman would go to sea in his boat and catch as many fish as he could. And each night he would tell his family of the giant fish he almost caught. It was the biggest fish he had ever seen. But, the big fish escaped. His family always listened to his story, but they never believed him.

One day he took Toward and Away fishing with him for the first time. That night when he came home he was very excited.

"Pat," he said to his wife. "You wouldn't believe the giant fish we saw today. You should have seen it. It was a meter long! And it flew in the air like a bird. Then it landed in the boat. But before I could do anything it grabbed Toward and ate him in one bite."

"Oh no, my son, my son!" his wife cried. "That's terrible, terrible!"

"Wait, that's only part of the story," he said, holding his head. "You should have seen the one that got Away."

TUTOR REPORT FORM

M121

READ AND PARAPHRASE

Date _____ Reading Passage _____ Session No. ____

Tutor _____ Student _____

Activities	Date Done	Duration	Comments
1. Orient student to the task.		_____Min.	
2. Prereading activity.		_____Min.	
3. Student silently reads and underlines unknown or difficult words and phrases.		_____Min.	
4. Tutor helps student figure out meaning and pronunciation of difficult words and phrases.		_____Min.	How many words did the student not know? # _____
5. Tutor helps student practice difficult or unknown words and phrases.		_____Min.	How many words drilled? # _____
6. Student and tutor separately read story orally.		_____Min.	Fluent: _____ Yes _____ No
7. Student silently rereads story.		_____Min.	
8. Student writes answers to comprehension questions or completes Cloze Test.		_____Min.	Check: _____ Questions _____ Cloze Test
9. Student paraphrases story. (Tells story in own words)		_____Min.	Referred back to the story: _____ Yes _____ No

Activities	Date Done	Duration	Comments
10. Student records paraphrases.		_____Min.	
11. Tutor tells student to listen to tape and write down his-her paraphrase at home.		_____Min.	
12. Next Session Tutor reads and corrects student's transcription.		_____Min.	Errors corrected: _____ Word Order _____ Spelling _____ Grammar _____ Punctuation
13. Student paraphrases independently.		_____Min.	Steps: Min.: Underline words_____ Learn meanings_____ Re-read text_____ Tape record_____ Transcribe_____

TEACHING LANGUAGE SKILLS

TEACHING LANGUAGE SKILLS

DIRECT INSTRUCTION

Although the LEX Process emphasizes comprehension, some skills need to be taught directly. Some of these skills (sight words) have been outlined in the Teaching Strategies. Direct instruction is a method used for skills that require repetition to master. The method has certain characteristics, such as:

1. A rapid pace.

2. Immediate correction for incorrect responses.

   e.g., "Listen again." "Say what I say."

3. Positive reinforcement for correct responses.

   e.g., "Good." "You've got it!" "That's right."

4. Short sessions (15 minutes) that are repeated during the same two hour session and again in the next session until mastery has been achieved.

Direct instruction is appropriate for skills listed below and can be taught to students in both Phase I and Phase II of the LEX Process. They are important enough and repeated enough to warrant special attention.

1. Vocabulary Skills:

   a. Sight words selected by the student; Dolch word list (220 most commonly used English words).

   b. Alphabetizing using the above words.

   c. Dictionary skills to increase efficiency such as using guide words; first, middle and last parts of the alphabet.

   d. Common English abreviations such as those for months, days of the week, and Mr. & Mrs.

2. Grammar:

   a. Irregular verbs.

   b. Verb tenses.

c. Auxilary verbs.

d. Parts of speech.

e. Pronouns.

f. Question words.

g. Inflextional endings.

h. Different kinds of clauses.

ENGLISH STRUCTURES THAT MAY CAUSE CONFUSION IN COMPREHENSION FOR ENGLISH-AS-A-SECOND LANGUAGE LEARNERS

Many authors (Norris, 1970; Lado, 1972; Allen, 1973; Robinnett, 1976; Kreidler, 1979) point out that the forms of language are somewhat different in speaking and writing. David Eskey (1970) demonstrates some of the differences by focusing on syntactic constructions that appear in writing more than speech. Among the problems Eskey cites are:

1. Passive constructions:

   e.g., The French city was destroyed by the German army.

2. Embedded questions:

   e.g., The general asked what the German army destroyed.

3. Relative clauses:

   e.g., The army which destroyed the French city, was German.

4. Adverbial clauses:

   e.g., The people rebuilt the church after the city was destroyed.

5. Cleft sentence:

   e.g., What the German army destroyed was the French city.

6. Similar surface structures but different underlying structures:

e.g., Agent - Object distinction:

a. John is eager to please. (John is eager to please someone.)

b. John is easy to please. (It is easy for someone to please John.)

WHEN TO TEACH SKILLS AND GRAMMAR

These skills should be taught in any of the Teaching Strategies as they occur. They should continue to be drilled until the student has mastered them even though they are not found in the context of later lessons.

Parts of Speech

One of the early skill lessons you will be teaching is a lesson on the "parts of speech", i.e., noun, pronoun, verb, etc. To teach or review these terms you should use the student's own dictated stories (language experiences). By using the student's language experience, you can be sure that your student understands the story and knows the words. This allows you to concentrate on teaching the meaning of the terms for the parts of speech. Once your student understands these terms you will be able to use them when you are explaining the meaning of a word or phrase that your student may be having trouble with when they are doing a lesson.

The following is a copy of the instructions for introducing the parts of speech.

M132

PARTS OF SPEECH

The following is a brief explanation of the parts of speech such as noun, pronoun, verb, adjective, etc.

Part I

1. Go over sections 1, 2, 3, & 4 with your student.
2. Using the enclosed language experience previously dictated by the student have them do the following:
    a. Circle the nouns.
    b. Circle the pronouns.
    c. Underline the verbs once.
    d. Underline the adjectives twice.
3. Sections 5 through 8 will be covered in another session.

Part II

1. Go over sections 5, 6, 7, & 8 with your student.
2. Using the enclosed language experience previously dictated by the student have them do the following:
    a. Circle the subjects twice.
    b. Put a box around the objects.
    c. Put a triangle around the complements.
    d. Put parentheses around the adverbial.

INTRODUCTION

I. LESSON 1

	EXAMPLES
1. noun - Word or phrase that answers: Who or What (someone or something)	A. (who) someone: Juan, a man, Maria, a woman (what) something: Guadalupe, a school, Mexico, a country
	B. Juan is a man. Maira is a woman. The man is Juan. The woman is Maria. Guadalupe is a school. Mexico is a country.
2. pronoun - Word used in place of a noun.	A. noun: Juan, Maria, Guadalupe, Mexico pronoun: he, she, it, it
	B. He is a man. She is a woman. It is a school. (your country) (yours) (my school) (mine)

3. verb - A. (action word) Word or phrase indicating what someone or something does/what state someone or something is in/what is becoming of someone or something.

A.

	Base Form
He eats.	eat
She goes.	go
She writes.	write
She reads.	read
They live.	live
They are.	be
It is.	be
It grows.	grow
You speak.	speak

B. Verbs show tense (past-present-future).

B.

Today (present)
I live in Salt Lake.
Yesterday (past)
I lived in Mexico.
Tomorrow (future)
I will live in Salt Lake.

C. Verbs are marked singular or plural.

C.

Singular	Plural
He is a man.	They are men.
She is a woman.	They are woman.
He lives in SLC.	They live in SLC.
She speaks Eng.	They speak Eng.

4. adjective - a word that names a quality or defines a noun.

A.
The man is tall.
He is a tall man.
The book is red.
It is a red book.

B.
Juan is Mexican.
I am American.
You are _____.
The building is tall.
The man is tall.
The woman is pretty.
The man is handsome.

Adjectives are colors, sizes, and qualities.

C.
It is a tall building.
He is a tall man.
She is a pretty woman.
He is a handsome man.

Sizes	Colors	Qualities
big	brown	good
little	red	bad
large	green	pretty
small	blue	ugly
tall	yellow	happy
short	black	sad
fat	white	hot
thin	orange	cold
	purple	honest

D.
The book is small.
It is red.
It is good.
It is a good book.

5. subject -A. A simple subject is a noun or pronoun. The subject comes at the beginning of the sentence.

A subject does something.

A. Subject (does something)

Juan easts food.
He drinks water.

The washer washes clothes.
The dryer dries clothes.

B. A subject is something.

B. Subject (is something)

Juan is Mexican.
Maria is Mexican.
They are Mexican.

The building is tall.
It is a building.

She is a doctor.

C. A subject is someone.

C. Subject (is someone)

The doctor is Maria.
She is Maria.
The Mexican is Juan.
He is Juan.

D. The subject is either singular (one) or plural (two or more).

D.

Singular	Plural
Juan	Juan and Maria
He	They

6. object - A. a noun or pronoun that follows the verb. The object is not the same person or thing as the subject.

A. Subject	Verb	Object
Maria	eats	food.
She	drinks	water.
She	likes	chicken.
She	likes	it.
She	likes	Juan.
She	likes	him.
Juan	likes	Maria.
He	likes	her.

B. The pronoun change when they are in object position.

B. Subject	Verb	Object
He	saw	him
She	saw	her
I	saw	me
You	saw	you
They	saw	Them
It	saw	it.

7. complement - adjectives or nouns which describes the subject. A complement is the same person or thing as the subject. They come after the verbs:
to be
to become
to grow
to get
to feel

Subject	Verb	Complement
Juan	is	Mexican.
He	is	a teacher.
He	is	handsome.
Maria	is	pretty.
She	is	a mother.
She	became	a doctor.
Juan and Maria	are	husband and wife.
They	got	married.
The plant	is	healthy.
It	grows	big.
I	feel	sick.
She	feels	good.

8. adverbial - a word or group of words that tell:

A. Where

B. When

C. How

Subject	Verb	adverbial
		(where)
Juan	is	here.
He	is	in the room.
		(when)
I	will go	tomorrow.
He	goes	now.
She	will go	at 2:00 p.m.
		(How)
He	talks	fast.

INSTRUCTIONAL RESOURCES: MATERIALS

GUIDELINES FOR INSTRUCTIONAL READING MATERIALS SELECTION

HOW TO CHOOSE READING MATERIALS

The selection of effective reading materials must be responsive to (1) the student's "internal" interests and skills and to (2) "external" instructional factors. The elements that are external to the student, the learning environment and reading materials, are directed to meet the individual internal level of the student. Selection of optimum reading materials for a student can be considered as an effort to "match" external and internal factors.

Guidelines to the selection of materials are suggested from a description of the internal and external factors. These are outlined, as follows, and the sources of reading materials are presented.

INTERNAL FACTORS

The student's "internal" language competency is dependent upon these factors:

1. Ability to understand and speak English.
2. Ability to read in own native language.
3. Ability to read in English.
4. Prior education and culture.
5. Interests and motivation.

This information can be obtained from the results of the Prerequiste Skills Test found in the Testing section of this manual.

EXTERNAL FACTORS

The detailed external factors adapted from Pearson and Johnson (1978) are presented, as follows:

1. Does the material meet the needs of the student?
2. What is on the page?
   a. Frequency of words (how often the words are used in everyday life).

b. Abstractness of words
c. Complexity of sentence structure
d. Complexity of the story structure
e. Clarity of printing

3. Environment

a. How the teacher prepares students for reading (pre-reading activities)
b. What kind of materials the teacher selects
c. What kind of questions the teacher asks
d. What kind of feedback the teacher provides
e. What incentives and reinforcers the teacher uses
f. The atmosphere in which the instruction takes place

Pearson and Johnson (1978) identify student interest and motivation to be the most important requisite to learning. However, the external factor involving materials affects not only comprehension but also motivation. If a passage is too difficult, a student may become frustrated and lose interest. Material that is too easy is found boring; a student becomes frustrated at not learning anything new. The "external" complexity of the passage must be matched to the student's "internal" ability.

For example, a bilingual instructional pamphlet from the government was selected to instruct students what to do if they should purchase a defective product. The material was functional, immediately useful, and of interest to them. But the vocabulary and sentence structure were too complex for the students. They became frustrated and discouraged. They were next asked to read the pamphlet first in their native language to make it easier to read in English later. However, it was written in an unfamiliar style and vocabulary. The materials were deemed inappropriate as written and were rewritten or not used.

Briefly then, choose material that students will want, need, and like to read. Choose materials that are not too hard nor too easy. Try out untested material with students; rewrite materials that may be inappropriate for most students.

The external factors associated with the environment also play a role in the success of the program. For example, if the teacher fails to make the student comfortable prior to the tutoring session, the student's discomfort may decrease the amount of learning which occurs. A positive environment will support and encourage learning.

TYPES OF READING MATERIALS NEEDED

Three types of reading materials are used Phase II: Reading the Language of Others the LEX Process: Directions materials for Read and Perform a Task, Informational materials for Read and Answer Comprehension Questions and Narrative materials for Read and Paraphrase.

There are many common sources of Directions materials. Any reading in which the student is required to read and then act, based on the reading, could be used. Some examples are the instructions for operating equipment, for completing forms, learning to take the bus, and using the yellow pages. If a person must use the instructions or directions in an existing form, even if complex, then it should not be rewritten in a simplified way. To give an example, the instructions for placing an international call as found in the telephone book are written with some complex grammatical structures and specialized vocabulary. But, if someone wants to call London or Mexico City this is the only source.

Informational materials used for "Read and Answer Comprehension Questions" tasks are also easy to find. Anything which conveys information is potentially useful: examples are newspaper articles, pamphlets, and posters.

The "Read and Paraphrase" task requires narrative style reading materials. These can be selected from any number of sources which contain human interest stories such as found in the Reader's Digest.

WHERE TO FIND INSTRUCTIONAL READING MATERIALS

Examples of reading materials and references are included in this section of the manual. A list of where to look for materials follows:

Free Sources

1. **Government Agencies**--tax information, consumer information, health care, job information, safety information, etc.

2. **Community**--advertisements, bulletins, brochures, pamphlets, and maps of city, state, and country.

3. **Companies**--

   a. Utilities--billing and rates, safety tips, and consumer information.

b. Public libraries--pamphlet files on almost anything.
c. Banks--checking, savings, and loan information and applications, travelers checks and money orders.
d. Post Office--rates, information on how to send letters and packages within the U.S. or abroad and how to insure packages, and money orders.
e. Private companies--application forms, etc. (Larger companies will have various materials that can be obtained from their public relations department.)
f. Insurance companies--brochures explaining policies as well as health care.
g. Department of Motor Vehicles--information on registering, buying and selling cars, driver's manuals, and licensing information.
h. Grocery stores--consumer information and advertisements.
i. Hospitals and drug store--health and medication information.

Other Sources

1. Newspaper--ads, news articles, TV and movie guides, editorials, comics, etc.

2. New Readers Press--functional, occupational and fictional reading material written at a level that is easier for beginning readers.

3. U-Sail--functional reading materials of all types.

4. State Office of Education--a good place to find many different kinds of reading material as well as ideas for creating material. (Some materials are free.)

5. Private publishers.

Recommended:

Literacy Volunteers of America: "Bibliography of Reading Materials for Basic Reading and English as a Second Language."

Basic & Survival Consumer Education for Adult Refugees, by Peter G. Carlson.
Dr. Brent H. Gubler

Adult Education Services
Utah State Office of Education
250 East 5th South
Salt Lake City, Utah 84111

Publishers' Addresses and Phone Numbers

Literacy Volunteers of America, Inc.
404 Oak Street
Syracuse, New York 13203

New Readers Press
Div. of Lauback Literacy International
Box 131, 1320 Jamesville Ave.
Syracuse, New York 13210
(315) 422-9121

U-Sail
P.O. Box 9327
2971 Evergreen Ave.
Salt Lake City, Utah 84109
(801) 486-5491

PHASE II

READING THE LANGUAGE OF OTHERS

TEACHING STRATEGIES:

1. Read and Perform a Task
2. Read and Answer Comprehension Questions
3. Read and Paraphrase

READ AND PERFORM A TASK

TELEPHONE SKILLS: Using the Yellow Pages

Tutor Instructions: The objective of this lesson is to teach the student how to use the Yellow Pages of the telephone book. Before giving the student the Yellow Pages Exercises, you should follow these steps for introducing the arrangement of the Yellow pages:

1) Review the alphabet with the student. Point out that the Yellow Pages is arranged alphabetically.

2) Show the student the INDEX at the back of the Yellow Pages.

3) Explain that the Yellow Pages is divided into categories.
Example: Automotive, Furniture, Lawyers, Physicians, Stereo, Television, Windows, etc.

4) Explain that Physicians means Doctors and show them the breakdown of the types of doctors listed in the Yellow Pages.

The Yellow Pages: Student Exercises

Write down the name, address, and phone number for each exercise below.

1. Your refrigerator doesn't keep the food cold. Find a repairman to fix it.

   Name: _____

   Address: _____

   Phone Number: _____

2. For your job you need special shoes for work. Find the number for a store that sells the shoes you need. Write it down.

   Name: _____

   Address: _____

   Phone Number: _____

4. Your glasses don't help you to see anymore. Find two places that will examine your eyes and prescribe new glasses. Write down their names and phone numbers.

   Name: _____

   Address: _____

   Phone Number: _____

   Name: _____

   Address: _____

   Phone Number: _____

5. You are (your wife is) expecting a baby. List four doctors that you could call for help.

   Name: _____ Number: _____

   Name: _____ Number: _____

   Name: _____ Number: _____

   Name: _____ Number: _____

The Yellow Pages (cont'd.)

6. You want to buy a used car. Find the names of three companies that sell used cars.

Name:_____ Number:_____

Name:_____ Number:_____

Name:_____ Number:_____

7. You want to eat French food. Find the names and numbers for two French restaurants that serve French food.

Name:_____ Number:_____

Name:_____ Number:_____

Name:_____ Number:_____

TELEPHONE SKILLS: Using the White Pages

In this lesson you will learn how to find the telephone number for a friend, a company, or a government agency. These numbers will be listed in the White Pages of the telephone book. Your teacher will help you find:

1. area codes for other states
2. area codes and city codes for other countries
3. telephone repair service
4. where to pay the telephone bill
5. how to stop obscene telephone calls by calling the Annoyance Call Bureau on page 8 of the telephone book
6. zip codes for the Salt Lake area
7. a street guide to the Salt Lake area.

The White Pages is divided into three parts. The first part contains the telephone numbers of private individuals such as your friends or yourself. The second part of the phone book has blue pages. These have the telephone numbers for city, county, state and federal government agencies. The third part of the White Pages lists the numbers for businessmen and companies in the Salt Lake area.

Ask your teacher to help you find the information listed from one to seven that you read above. After you find this information you should do the following exercises.

EXERCISES

1. Find three telephone numbers of friends or relatives

   Name_____ Number_____

   Name_____ Number_____

   Name_____ Number_____

2. The first page of the blue pages lists the government agencies that are called frequently. Find four agencies on this page and write down their names and numbers.

   1._____

   2._____

   3._____

   4._____

Telephone Skills (cont'd.)

3. Find the telephone numbers for the following agencies and write them down.

   South Jordan Police Department _____

   Salt Lake City Health Department _____

   Salt Lake County Recreation Department
   (Redwood Service Center) _____

   Utah State Driver License Services _____

4. You just bought your friend's car. You need to change the title and registration from his name to yours. What agency do you call? Write the name and number down.

   Name_____ Number_____

5. You want to get the papers to become a citizen of the United States. What agency do you call? Write down the agency's name and number.

   Name_____ Number_____

6. Your car needs a new transmission. You heard a commercial on the radio for AAMCO Transmissions. You want to take your car there. What part of the White Pages do you look in for the number?

   _____

   What is the telephone number of the shop nearest to your home?

   _____

7. You want to go to Concrete Specialties for a job interview. You need to call for an appointment. What is their number and address? Write them down.

   Address_____ Number_____

8. Your child (brother, sister) is at Parkside Elementary School. You need to leave a message for them to call you. Find the telephone number of the school and write it down.

   _____

9. You want to open an account in the First Security Bank nearest your home. Find its number and write it down.

   _____

Telephone Skills (cont'd.)

Ask your teacher to help you with these exercises.

A. Where does Green Oaks Dr. begin?

_____

Where did you get this information?

_____

B. Write out the complete words for these abbreviations.

LN _____	CIR _____	CT _____
DR _____	PL _____	RD _____
AV _____	WY _____	ST _____
BLV _____	BLVD _____	

C. Look at the inside cover of the White Pages. Find the Emergency numbers. Write them down.

_____

_____

_____

D. You have moved into a new house or apartment and you want a telephone. What number do you call to ask the telephone company to install a telephone in your home?

_____

E. Your telephone bill this month is $342.00. Who do you call to have this mistake corrected?

Name _____ Number _____

F. You are moving to California and want to stop your phone service. Who do you call?

Name _____ Number _____

G. What information do you find on page 15 of the White Pages.

_____

Does your telephone bill look like the one on page 15?

Yes _____ No _____

The Telephone - Area Code

The number 801 is the area code for the state of Utah. States just like people have a phone number. A state's phone number is called an "area code." Every state has an area code. When someone calls a friend in Colorado and they must dial the area code first and then their friend's telephone number. Some states have more than one area code when it is a state which has many people and many cities, like California or New York.

Find the area codes for these cities.

1. Salt Lake City, Utah. _____
2. Seattle, Washington. _____
3. Los Angeles, California. _____
4. San Jose, California. _____
5. Denver, Colorado. _____
6. Dallas, Texas. _____
7. Des Moines, Iowa. _____
8. Detroit, Michigan. _____
9. Cleveland, Ohio. _____
10. Buffalo, New York. _____
11. New York, New York. _____
12. Atlanta, Georgia. _____
13. Miami, Florida. _____

The student uses the telephone book with this lesson (appropriate pages).

TELEPHONE - INTERNATIONAL CALLING

Tutors,

Tonight the student will be learning how to read that part of the telephone book that has instructions for making long distance calls to other countries. Be prepared to help them with much of the vocabulary.

There will be a set of telephones set up in another room for them to practice with.

Thanks

Student is to look at and use the telephone book with this lesson.

Student's Exercise

CALLING ANOTHER COUNTRY BY TELEPHONE

The lesson tonight is on placing long distance telephone calls.

1.) Read about Long Distance Calling - Page 20 in the telephone book.

2.) Read about International Calling - Pages 26 and 27 in the telephone book.

3.) Practice making phone calls to other countries. Use the telephones set up in another room.

Words to know when reading the telephone book.

Look these words up in the dictionary or have the teacher explain them.

International

Station-to-station call

Person-to-Person call

Operated assisted calls

Dial

Rate

Reduced rate

Discount

READ AND ANSWER COMPREHENSION QUESTIONS

Newspaper

At some point in the program your student will be introduced to American newspapers. First they will learn about the general layout of a newspaper and will be asked to find these sections. Some reading of the newspaper will be done at this time, but this first lesson is primarily an introduction to the newspaper.

The second lesson will include actual reading of news articles. Your student will be taught how to use "headlines" to decide if this is an article they want to read. Next they will learn to identify the who, where, when and why information contained in the article.

These two lessons should each take about two hours to teach. Smaller reading lessons drawn from the newspaper will be included in later class sessions.

The newspaper has a lot of different kinds of information. You can read news from all over the world. You can read news from the city where you live. You can look for a job or an apartment, or look for things you want to buy (like a car or furniture). Department stores and grocery stores advertise sales in the newspaper. There is also a guide to the T.V. and the movies in the newspaper. You can read about all kinds of sports. You will find comic strips and cartoons in the newspaper. You will find fashion, food and entertainment news. And you can read different people's opinions about all kinds of topics in the editorial section.

A. Look at the newspaper. The first page is called the "front page." Here you will find the most important stories from all over the world. The first section is always "world" news or "international" news. In it you will find articles about many different countries.

   1. Find a story about another country.

   2. Find a story about the United States.

B. The second section is generally the "local" news. In this section you will find articles about the city where you live.

   1. Find this section.

   2. Find an article about Salt Lake.

C. You will find the "editorial" section on the last two pages of the "international" news section. Here you find letters to the editor and opinions from different people. If you write a letter to the editor, it will be printed here. Also, here you will find political cartoons.

   1. Find the "editorial" section.

   2. Find a "letter to the editor."

D. The sports section is generally in the middle of the newspaper. Here you will find articles on sports, such as basketball, baseball, football, soccer, golf, and any other kind of sports story. There will also be a list of scores from recent games, etc.

   1. Find the sports section.

   2. Find a story about a sport.

   3. Find the list of scores.

E. The entertainment, fashion and food is generally the last section in the newspaper. Here you will read about clothes, movies, plays, food and recipes, and the arts.

1. Find the entertainment section.

2. Find a story about art or entertainment.

F. The "want ads" are usually found after the "local" news. This is where you will find jobs listed under "Help Wanted." Also there will be many lists of things for sale and apartments for rent.

1. Find the "want ads" section.

2. Find a job listed.

3. Find a car for sale.

4. Find an apartment for rent.

G. Department and grocery store ads will be almost anywhere in the newspaper. They will tell you about special sales for food or clothing. Sometimes there will be coupons for discounts on food.

1. Find a department store ad.

2. Find a grocery store ad.

3. Find a sale.

4. Find a discount coupon.

H. The comics are usually in the middle of the paper, but they are never in the "international" news section. Here you will find many different comics.

1. Find the comics section.

2. Find the comic strip "Peanuts."

I. The T.V. Section will be in almost any section except in the "international" news section. Here you will find a schedule of T.V. programs for the day. In Sunday's paper the T.V. section is separate. The programs are listed by hour and by T.V. channel.

1. Find the T.V. schedule.

2. Find a program at 10:00 a.m.

I. (Cont'd.)

3. Find a program at 8:00 p.m.

4. What is on channel 2 at 6 p.m.?

5. What is on channel 4 at 6 p.m.?

6. What is on channel 5 at 6 p.m.?

7. What is on channel 7 at 6 p.m.?

8. What is on channel 11 at 6 p.m.?

9. What is on channel 20 at 6 p.m.?

J. The movie section will be almost anywhere in the newspaper except in the "international" news section. Here you will find a list of the movies playing in town.

1. Find the movie section.

2. Find a movie you want to see.

3. Where is it playing?

4. What time is it playing?

Reading the Newspaper

Sometimes when you want to read the newspaper you don't have enough time to read all of it. How can you decide what to read? Well, first you look at the "headlines" which you will find at the top of each "article". This will tell you what the article is about. Here are some examples:

Reagan Decides to Help Guatemala

This headline tells you that the article is about President Reagan and Guatemala. President Reagan probably decided to send money or military aid to help Guatemala.

War Over Lebanon Seems Near

What do you think an article with this headline is about?

The headline will give you the general idea of the story and you can decide if you want to read it. But still you may not have enough time to read the whole article. What do you do? Well, the next thing you can do is look at the first "paragraph" of the article. It will tell you: 1) who or what the article is about; 2) what happened; 3) where it happened; 4) when it happened; and 5) why or how it happened. Example:

> President Reagan told the Senate in Washington today that he wants to give military aid to Guatemala if the Guatemalan government will stop the violence in that country.
>
> 1) Who: President Reagan
> 2) What happened: Told the Senate that he wants to give military aid to Guatemala
> 3) Where: In Washington
> 4) When: Today
> 5) Why: If the Guatemalan government will stop the violence in that country.

The first paragraph will tell you all you need to know. The rest of the article tells you all the "details". If the first paragraph interests you then you can read the rest of the article to find out more about the story.

Now, you can practice reading a paragraph and finding the answers to questions.

Read the paragraphs and write: 1) Who or What, 2) What Happened, 3) Where, 4) When, and 5) Why or How, next to the correct phrase.

EXAMPLE: where Salt Lake City, Utah

when Saturday

A. BELFAST, Northern Ireland - A night of severe rioting sparked by the deaths of two more Irish republican hunger strikers in the Maze prison left parts of Belfast looking like a battlefield Friday.

_____ 1. A night of severe rioting

_____ 2. left Belfast looking like a battlefield

_____ 3. Belfast, Northern Ireland

_____ 4. Friday

_____ 5. sparked by the deaths of two more Irish republican hunger strikers in Maze prison

B. JACKSON, Mich. - About 800 inmates rioted for 11 hours at Southern Michigan Prison Friday, taking over two cell blocks, looting and setting fires at the world's largest walled prison.

_____ 1. Jackson, Mich.

_____ 2. 800 inmates

_____ 3. Friday

_____ 4. rioted for 11 hours at Southern Michigan Prison

_____ 5. taking over two cell blocks, looting and setting fire at the world's largest walled prison

C. ATLANTA - The federal government announced a $460,000 grant Friday to help Atlanta keep its children safe in summer day camps, and police said they had contacted a man they wanted to question about one of 27 young blacks killed since July, 1979.

_____ 1. Friday

_____ 2. Atlanta

_____ 3. announced a $460,000 grant

_____ 4. to help Atlanta keep its children safe in summer day camps

_____ 5. the federal government

Read the paragraph and answer these questions:

1. Who is this article about?_____

2. What happened?_____

_____

3. When did it happen? _____

4. Where did it happen? _____

5. Why or how did it happen? _____

Bobby Sands, the Irish Republican Army hunger striker and member of Britain's Parliament, died on May 5 after a fast of 66 days.

Read the paragraph and answer these questions:

1. Who is this article about?_____

2. What happened? _____

_____

3. When did it happen? _____

4. Where did it happen?_____

5. Why or how did it happen? _____

Jimmy Ray Payne was found dead May 8, 1981, making him the 26th victim of the racial killer in Atlanta, Georgia.

Read the paragraph and answer these questions:

1. Who is this article about? _____

2. What happened? _____

_____

3. When did it happen? _____

4. Where did it happen? _____

5. Why did it happen? _____

B 4 19 The Salt Lake Tribune, Saturday, May 23, 1981

Prison Sentence Given in Death

John M. Mouritsen was sentenced Friday to one to 15 years at the Utah State Prison for manslaughter in the September 1980 shooting death of another 18-year-old man.

Read the paragraph and answer these questions:

1. Who is this article about? _____

2. What happened? _____

_____

3. When did it happen? _____

4. Where did it happen? _____

5. How did it happen? _____

Cosmonauts Return From Space

MOSCOW (AP) — Romania's first cosmonaut and his veteran Soviet commander returned Friday from a week-long space mission, the third manned Soviet space flight this year and the last with the Soyuz-40 model spacecraft, the news agency Tass said.

The Soyuz-40 spacecraft carrying Dumitru Prunariu, the Romanian, and commander Leonid Popov landed near the Soviet space center at Baikonur in Soviet Central Asia at 5:58 p.m. Moscow time, or 9:58 a.m. EDT, the official news agency said.

Soviet television later showed the red and white, cone-shaped capsule lying on its side in a grassy field after touchdown.

Now you are ready to read the newspaper!

M E M O R A N D U M

Memo Subject: Library Visit
To : Students and Tutors
From : Judy and Woody
Date : May 14, 1981

Since you are learning how to read in English, Woody and I have decided to take everyone to the Salt Lake Public Library for a visit. The purpose for our visit to the library is to find out what they do for us.

Most of you probably know that a library is a building with a lot of books. A library does have books, but it also has records, paintings, newspapers and magazines. Most of the material in a library can be taken out on loan for one, two or four weeks. People can usually borrow a book for one month. Records, magazines and some books can be borrowed for only one week. Sometimes a library will let you borrow a painting for six weeks. Newspapers cannot be taken out of the library.

All libraries arrange their books in a particular order. The Salt Lake City Library uses a number system to arrange its books. This number system is called the Dewey Decimal System. On another page you will find an outline of the Dewey Decimal System. This system groups books together. For example, books about cooking are grouped together with the number 600. Books about cars are grouped together with the number 700. When we visit the library you will see how the library arranges its books by this number system.

Records are also arranged by numbers, but newspapers and magazines are not.

Most libraries have different collections of books for different people. The Salt Lake Public Library has an adult collection for adults, a children's collection for children, and a young adult collection for teenagers. They also have a collection of books written in different languages. They have books written in Spanish, German and French.

If you want to borrow a book or a record from the library you will need a library card. You can get a library card when you join the library. It's free. You will need something with your name and address on it to get a library card.

People who work in a library are called librarians. The person who will be showing us the library is a librarian. You can ask him questions about the library.

VOCABULARY

library	arrange
librarian	group (verb)
visit	order (put things in order)
purpose	system
borrow	outline
loan	collection
let (allow)	show (verb)
take out	

Library Questions

1. Why are we going to visit the library?_____

_____

2. What does a library have?_____

_____

3. Are people allowed to borrow books and records from a library?_____

_____

4. What do you need to have to borrow a book or a record from the library?

_____

_____

5. What do you have to have to be able to join a library?_____

_____

_____

6. Are library cards free?_____

_____

7. How are the books in a library arranged? What is the system?_____

_____

_____

8. Are newspapers and magazines arranged by number?_____

_____

9. Does the library have books written in other languages besides English? What languages?_____

_____

10. What do we call a person who works in a library?_____

_____

These questions pertain to the application for a library card - easy to get from any library.

Library Card

Read each question and circle the correct answer.

1. Robert Allen Brown's full legal name is:

   a) Robert
   b) Mr. Brown
   c) Robert Allen Brown
   d) Bob Brown

2. My spouse is:

   a) my husband or my wife
   b) my friend
   c) my boss
   d) my family

3. A guardian is:

   a) a prisoner
   b) the person who takes care of another person, but is not the mother or father
   c) a person who works at the jail
   d) a person who works in a garden

4. Occupation means:

   a) the place where you live
   b) your job now
   c) your school
   d) what job you want to do

5. "Do not write below this line" means:

   a) I should not fill in the spaces below the line
   b) I should fill in the spaces below the line

6. To give a reference means:

   a) give the name of your wife
   b) give the name of a friend who lives with you
   c) give the address of your last job
   d) give the name of someone who knows you and lives at a different address

Library Card

7. Your signature is:

   a) your name when you write it
   b) your name when it is typed
   c) your friend's name when you write it
   d) your name when another person writes it

8. When do you need the signature of your parent or guardian?

   a) if you are from another country
   b) if you are under 21
   c) if you are over 21
   d) if you live alone

Vocabulary

Borrow

Privilege

Location

Patron - person who visits the library

Borrower - person who borrows a book

Brochure

Newcomer

Invitation

Reserve - the library keeps a book for me

Locate

Notify

Availability

Circulate - the book may be taken out of the library

Resident

Guardian

LOCATIONS

MAIN
209 East Fifth South

SPRAGUE
2131 South Eleventh East

CHAPMAN
577 South Ninth West

ROSE PARK
1185 West Tenth North

BORROWING PRIVILEGES

Salt Lake City
Public Libraries

R34

Library Questions

1. How many branch libraries are there in Salt Lake City?

2. What does it mean to reserve a book?

3. How much does it cost to reserve a book?

4. When can a 28 day book be renewed?

5. Can you renew a book by mail or by telephone?

6. What are Reference Books? Name some.

7. Can you take a Reference Book out of the library?

8. What do you have to do to get a library card?

(Library Questions Cont'd.)

9. How can a child who is younger than 15 get a card?

_____

_____

10. What do you have to do if you lose your library card?

_____

_____

11. How many books can you take out?

_____

_____

12. Can you borrow library books from any of the libraries in Salt Lake?

_____

_____

Community Experience

Tutor Instructions

Special note on Questions 8 and 9:

These questions are not comprehensive questions. Use them to teach your student how to read the Utah Arts Festival schedule of events.

The purpose of this lesson is to inform your student of the arts festival and to encourage him/her to attend it. It will also introduce them to one format used in writing schedules.

Take your time teaching this lesson and discuss the arts festival with your student.

The underlined words in the questions are words that the student may need help with.

8. Who is appearing on the main stage at 2:00, Sunday June 28th?

   Tutor: Explain what a mime artist is.

9. What kind of visual art will you see at the arts festival?

   Tutor: Student should look under visual artists. Show him/her one of the artists and what they do, then let them find others. They should list each type of art. Discuss the different forms of art with your student.

The questions pertain to the schedule of the arts festival.

Student Copy

1. When does the Utah Arts Festival begin?

_____

_____

2. When does it end?

_____

_____

3. Where will the Utah Arts Festival take place?

_____

4. Who will appear on the Main Stage at 3:30 on Thursday, June 25th?

_____

5. Who will appear on the Bistro Stage at 6:00 on Friday, June 26th?

_____

6. Look at the map and find the Bistro Stage. Show your teacher where it is.

_____

7. The Bistro is near a street corner. What corner is it near?

_____ and _____

8. Who is appearing on the Main Stage at 2:00, Sunday June 28th?

_____

9. What kind of visual art will you see at the arts festival?

_____

_____

10. What can a child do at the Utah Arts Festival?

_____

11. What craft demonstration can you see at 2:00 on Wednesday, June 24th?

_____

At 6:30 on Wednesday, June 24th?

_____

At 12:30 on Saturday, June 27th?

_____

12. What kinds of food can you buy at the festival?

_____

THE ARTS FESTIVAL Community Experience based Language Experience

Tutors:

Last Thursday the students went to the Arts Festival downtown. Tonight we are going to do a 'language experience' lesson (see directions, "Language Experience") using the festival as the experience. This lesson will be a little different than the language experience you have done in the past. You are not going to write the story for your student. Rather, you will write down key words as they come up in your conversation of the Arts Festival. As you are talking with your student try to elicit specific words that describe feelings, sights, smells, tastes, sounds, colors, reactions to crowds, and emotional responses to the Arts Festival. Include in your list of key words: verbs; nouns; adjectives; adverbs - be very specific. After you have a good list of key words and the student has described his/her experience of the Arts Festival, drill the student on the words (see 'sight word' directions). Once this is completed, instruct your student to think about the conversation you just had and help the student write a story of the Arts Festival. You will need to help with grammar and organization.

NOTE: If your student did not attend the festival see Judy or Woody for instructions.

1. Start a conversation about the Arts Festival with your student - try to elicit emotional and specific responses.

2. Write down key words that come out of the conversation - verbs, nouns, adjectives, adverbs, etc.

3. Drill the list of words you and the student have created until the student masters the words.

4. Instruct and help the student write a story about the Arts Festival

"Book Value" is a Guide to Used Car Prices

There's a used car for sale in an ad in the newspaper. The ad says the car is in "good condition" and the owner wants "book value" for it. How can the buyer tell if the used car is a good buy?

It is up to the buyer to have the car checked by a mechanic. An expert can tell a buyer if the car he is looking at is in good shape and will run well. Looking at the car can tell the buyer if it is rusted, or dented, or needs a lot of body work.

But the buyer also has to know something about the language of car buying. For example, "Book value" really is the value the car is given in a book. There are three books that list prices for used cars. Each book tells what a used car is worth in different parts of the country. The three books are the Blue Book, the Red Book Official Used Car Valuations, and the National Automobile Dealer's Association Official Used Car Guide. Banks, credit unions, insurance companies, and car dealers have these books. The Salt Lake City Public Library only has the National Automobile Dealer's Association Official Used Car Guide. You can find this book in the Business and Science department of the library.

"Book value" is the car's wholesale price. This is the price a car dealer would pay for this car in good condition at a car dealer's auction. Each book also lists the car's average retail price. This is the price a car dealer would ask for the car after he fixed it up, took out dents, and do on. Buying a used car from a private owner has more risks than buying from a dealer. But the buyer may get the car for less money, too. A private owner doesn't have to fix up the car before selling it, or

guarantee anything about the car. A dealer does. So the dealer has to make more profit on a used car. If a used car is in good condition, its owner should expect to get book value for it. If the car is not in good shape, the buyer can offer less. Bargaining for a price is part of the sale for both seller and buyer.

Read and answer the comprehension questions.

1. A "used car" is:

   a) a new car
   b) any car
   c) a beautiful car
   d) an old car

2. "Good condition" is the same as:

   a) good value
   b) good price
   c) good shape
   d) good time

3. If a car is "rusted" or dented" it:

   a) isn't perfect on the outside
   b) is perfect on the outside
   c) is a good buy
   d) is in good condition

4. What a car is "worth" means:

   a) what kind of car it is
   b) how fast it will go
   c) where it is from
   d) how much it should cost

5. A "car dealer" is a:

   a) place
   b) action
   c) period of time
   d) person

6. An "auction" is:

   a) a book of prices
   b) a place to buy something
   c) a list of insurance companies
   d) an old car

7. What is a "car dealer's auction"? Write your own definition.

_____

_____

8. "Wholesale" price is:

   a) the same as retail price
   b) more expensive than retail price
   c) less than retail price
   d) very expensive

9. "Profit" means:

   a) time
   b) extra money
   c) car
   d) music

10. "Guarantee" means to:

    a) promise
    b) fix
    c) look at
    d) tell

11. Who can sell a car? (Two answers)

    _____

    _____

12. What are the names of the books that list the values (prices) of used cars?

    a) _____

    b) _____

    c) _____

13. Where can you find these books?

    _____

    _____

    _____

Thanksgiving

Thanksgiving is a national, historical and religious holiday which is celebrated the fourth Thursday of November. It is a day to celebrate the harvest of a good summer and to give thanks for the blessings of the year.

The first Thanksgiving was in 1621 in Plymouth Rock, a Massachusetts colony. Some of the first people to come to the "New World" (the United States was not a country until 1776) came from England. They were called pilgrims. Their boat landed at Plymouth Rock in the winter of 1621. It was very cold and they didn't have any houses or food. Half of the pilgrims died. In the spring they planted crops and prayed that the food would grow. It did and after the hot summer the pilgrims had enough food to eat for the next winter. They were happy to have enough food and had a big celebration dinner. The Indians that lived next to the pilgrims brought wild turkey and venison (deer meat). The women prepared the food and everyone ate a lot of food and had a good time.

Today, Thanksgiving is also a happy day. Families and friends give thanks for their blessings and enjoy a big dinner together. The stores are closed and people stay home from work. Everyone visits families and friends.

Mothers and grandmothers usually prepare the food. Turkey is still a part of the Thanksgiving dinner. There is always a lot of food - potatoes, bread, cranberries and pumpkin pie. The food is cooked for many hours before dinner. All the members of a family sit together around a large table. And everyone eats a big dinner. After dinner people relax and visit with their family and friends. Thanksgiving is a very nice day!

Cloze Exercise

Thanksgiving

_____is a national, historical and_____holiday which is celebrated the fourth_____of November. It is a day to _____the harvest of a good_____and to give thanks for the _____of the year.

The first Thanksgiving _____in 1621 in Plymouth Rock, a Massachusetts_____. Some of the first people to _____ to the "New World" (the United _____ was not a country until 1776) _____from England. They were called _____. Their boat landed at Plymouth Rock in the _____of 1621. It was very _____ and they didn't have any houses or _____. Half of the pilgrims _____. In the spring they planted _____ and prayed that the food would _____. It did and after the hot _____ the pilgrims had enough food and _____a big celebration dinner. The _____ that lived next to the pilgrim_____ wild turkey and venison (deer _____). The women prepared the food and _____ ate a lot of food and _____ a good time.

Today, Thanksgiving is also a happy _____. Families and friends give _____ for their blessings and enjoy a big _____ together. The stores are _____and people stay home from _____. Everyone visits families and _____.

Mothers and grandmothers usually _____ the food. Turkey is still a _____ of the Thanksgiving dinner. There is _____ a lot of food - potatoes, _____, cranberries and pumpkin pie. The _____ is cooked for many _____ before dinner. All the _____of a family sit together _____ a large table. And everyone _____ a big dinner. After dinner people _____ and visit with their _____ and friends. _____ is a very nice day!

READ AND PARAPHRASE

Read the following story and then tell it to your teacher in your own words.

CRUMPLED TURTLE NOT TOTALED, TAKES TRIP TO THE BODY SHOP
By Pat Leisner, Associated Press Writer

LUTZ. Fla. A 13-inch-long turtle, its shell collapsed in eight pieces after being hit twice by cars, was rushed to an animal hospital to be put out of its misery.

Instead, the veterinarian built a new shell with the help of an auto body shop and the turtle recovered.

"There was so much damage that I didn't know if we could fix it. But I figured we'd try," veterinarian Mary Leisner said. "Basically, he was a very healthy turtle. What looked bad was the shell. The whole top was caved in but the turtle's body wasn't damaged."

Ms. Leisner examined the turtle with a household drill and delicate bone instruments, lifting out pieces of the shell. She found that nearly half of it had been destroyed.

She filed and fit the edges of the shell and with some Fiberglas and with directions from Jim McComish, an auto body operator she was able to build a new shell for the the turtle.

After a trip to the body shop where the rough fiberglas was sanded smooth the turtle was cared for at the animal hospital for five days. He was estimated to be about 12 years old. After the turtle was fully recovered he was released into a swamp.

LANGUAGE SKILLS

The Alphabet (ABCs) and How It Is Used

Words. We do many things with words. We listen to words, speak with words, read words, and write with words. When we speak with words we are producing sounds and when we listen to words we are hearing sounds. When we write with words we use letters that we can see and read. These letters take the place of the sounds that we speak and hear.

In English we have 26 letters to use to form words. These 26 letters have a beginning and an end just like the numbers 1 to 26 begin with 1 and end with 26. The letters begin with A and end with Z. All together they form the alphabet and look like this:

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The letters of the alphabet are arranged in order. A always comes before B, and B always comes before C, etc., just like 1 always comes before 2. When we say that something is arranged in alphabetical order we mean that it follows the order of the alphabet. Therefore, words that begin with the letter A come before words that begin with B and words beginning with L come before words beginning with M.

Many things are arranged alphabetically. Telephone books, classified ads in newspapers, building directories, and the dictionary. Words in a dictionary and the telephone book are arranged in the same order as the alphabet. Words beginning with A come before words beginning with B, and words beginning with Z come at the end.

Because words have more than one letter we need to use all of the letters in words when we put them in order. For example, the word go comes before the word hot in the dictionary because the letter "g" comes before the letter "h" in the alphabet. But the first letter of the three words, hot, hat, and hose is "h". We must look at the second letter in the word to find the word in the dictionary. For example, hat comes before hot because "a" comes before "o" in the alphabet.

To find the word hot in the dictionary, we had to look at the second letter in both words, hot and hat. To find the word hose we need to

look at the third letter in the word hose. It is "s" and "s" comes before "t" in the alphabet, so the word hose will come before the word hot.

If we were looking for the word host we would need to look at the fourth letter of the word host to see if it comes before hose or after hose. The fourth letter of host is "t" and the fourth letter of the word host is "e"; therefore, we know that the word host comes after the word hose.

Exercise: Now see if you can find these words in the dictionary. Use the alphabet to help you. Write dictionary's page number for the word next to the word.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. hat _____
   hose_____
   host_____
   hot _____

2. cat _____
   dog _____
   man _____
   hen _____

3. alphabet _____
   order _____
   letter _____
   before _____
   after _____

Classifying

A. animal	F. place
B. person	G. time
C. food	H. action
D. plant	I. clothing
E. furniture	

Look at the words above. They are the names of groups. Read the following sentences. Decide which group the underlined word goes in. Circle the word which is a clue to the group.

Example: Mrs. Johns is wearing a hat.
A hat is I . (clothing)

1. The students are sitting on the floor.
   The floor is _____.
2. The Director is visiting the class.
   The Director is_____.
3. Peter doesn't eat toast in the morning.
   Toast is _____.
4. The squirrel climbed up the tree.
   The squirrel is _____.
5. Mrs. Jackson put her clothes in the bureau.
   The bureau is _____.
6. Jack poured milk in the glass.
   Poured is _____.
7. We smelled a rose in the garden.
   A rose is _____.
8. John stopped for a second.
   A second is _____.
9. The postman delivers letters on Saturday.
   The postman is _____.
10. Susan drives her car to school.
    Drives is _____.
11. Jack put a cookie in his mouth.
    A cookie is _____.

Classification

Look at the list below. Then read the sentences. On the line after each sentence put the letter of the correct category for the underlined word.

A) Place C) Descriptive Word (Adjective) E) Object

B) Food D) Action (Verb) F) Furniture

_____ 1. We visited the planetarium last week and though it was very interesting.

_____ 2. She was livid when I saw her.

_____ 3. He picked up the nasturtiums and smelled them.

_____ 4. The antique desk sat in the corner.

_____ 5. As children, we often raced home after school.

_____ 6. He was an inspiring speaker.

_____ 7. The baby crawled at six months.

_____ 8. He walked out onto the dock to fish.

_____ 9. The cobbler was delicious.

_____10. Her couch wasn't very comfortable.

QUESTION WORDS

Who, Whom, What, Which, Where, When, Why and How

In English, questions sometimes begin with a verb. These questions are generally answered with a simply yes or no. However, there are eight words that can begin sentences which are answered with information. They are who, whom, what, where, when, why, how and which.

A. Who asks for a person.

Example: Who is learning English?
Mary is learning English.

B. Whom also asks for a person.

Example: Whom did you visit?
I visited my grandmother.

C. What asks about a thing.

Example: What do you want?
I want a hamburger.

What asks about an action.

Examples: 1) What did you do?
I washed and waxed the car.

2) What happened?
I had an accident.

D. Where asks about a place.

Examples: 1) Where are you from?
I'm from New York City.

2) Where are you going?
I'm going to a dance.

E. When asks about time - minute, hour, day, week, month and year.

Examples: 1) When do you get up?
I get up at seven o'clock in the morning.

2) When were you born?
I was born on July 4, 1962.

Question Words

F. Why asks for a reason for some action.

Example: Why do you want to learn English?
I need to learn English because I want a better job.

G. How asks about the way or manner that someone feels, acts, or thinks.

Examples: 1) How are you feeling?
I feel fine.

2) How do you cook rice?
I put the rice in water.

H. Which asks you to choose something.

Example: Which car do you like?
I like the red Corvette.

Question words - who, what, where, when, why and how - sometimes are combined with other words to make questions. For example, we say "What happened?" "How much?" "How many?"

Sometimes we ask the same question in different ways. For example, we can ask for the time in two ways.

1) When do you get up?
I get up at 7:00 a.m.

2) What time do you get up?
I get up at 7:00 a.m.

OR

1) Why did you hit me?
Because I'm angry.

2) How come you hit me?
Because I'm angry.

NOTE: How come is only used in speaking. It is not used in writing.

Question Words

Read the sentences below. Then tell what question the underlined words answer. Choose the questions from the list below.

What kind of	How many	When
Who	How much	What happened
Where	Whom	
How	What	

1. She practices a great deal.
   A great deal answers the question _____.

2. We heard an amazing story.
   Amazing answers the question _____.

3. She called the doctor for an appointment.
   Doctor answers the question _____.

4. The students were working illegally.
   Illegally answers the question _____.

5. There were thousands of students in the march.
   Thousands answers the question _____.

6. We attended the concert in the auditorium.
   Auditorium answers the question _____.

7. Some roofs collapsed during the storm.
   Collapsed answers the question _____.

8. He gave a simple answer to the question.
   Simple answers the question _____.

9. The sky is most beautiful at dawn.
   Dawn answers the question _____.

10. Only a few of the politicians spoke well.
    A few answers the question _____.

    Politicians answers the question _____.

    Well answers the question _____.

11. She wants a sensitive doctor.
    Sensitive answers the question _____.

Question Words

Look at the underlined words. These words answer a question. Write the first word or words of the question after the sentences.

Example: Janice wrote a long report.
Question: What

1. The movie star kissed the actor.
   Question: _____

2. The old professor taught biology at Oglethorpe.
   Question: _____

3. The general bought four thousand guns from the United States.
   Question: _____

4. The lovers met in the forest.
   Question: _____

5. The grandmother cried when she heard the music.
   Question: _____

6. The director wrote the appointment on his calendar.
   Question: _____

7. Pollution is a big problem in American cities.
   Question: _____

8. Elizabeth switched on the T.V. after dinner.
   Question: _____

9. The immigrant spoke a little English
   Question: _____

10. The patient dialed and talked to the doctor.
    Question: _____

11. Many students waste a great deal of time.
    Question: _____

12. He met his girlfriend at a small, intimate cocktail lounge.
    Question: _____

Related Word Forms

A. Words like soft, softer, and softly are related word forms. In each paragraph, circle each word that is related in form to the underlined word.

1. "That one's heavy," said Bob.

   "Well, this one is heavier," added Tom.

2. "That's luck," said Mary. "Luckily you were a few minutes late and missed the test."

3. "We're very busy," Miss Bee told the visitor."

   "Do you always work so busily?" he asked.

   "Well, yesterday I think we were a little busier. When summer comes, we have the busiest hive around here," Miss Bee bumbled.

4. "I feel thirsty," said Ray in a dry voice. "And that picture of an ice cream soda makes me even thirstier."

   "Me, too," I said thirstily.

5. "Is that pen in your hand really handy?" asked June.

   "It's the handiest one I've ever owned," Millie said softly. "It fits handily into my purse."

6. "I'm angry," screamed Chimp angrily. As he looked into the phone, he shouted, "I'm getting angrier."

   "What's wrong?" Tiger asked. "You're the angriest you've ever been. Hasn't Leo answered yet?"

   "No," Chimp replied. "I guess the lion is busy.

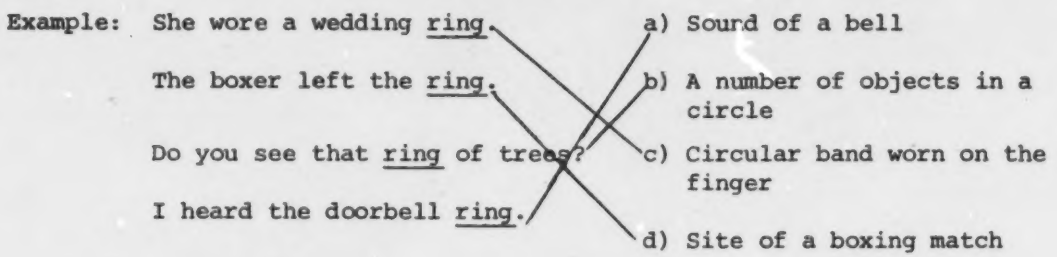
B. Read the paragraphs again to answer these questions?

1. Which two paragraphs tell about things that could not happen? Write the numeral of each: _____ _____

2. In each of these two stories, read again the last sentence. Which word or words in the sentence give the best clue that the story could not happen? Draw a line under each clue.

WORDS THAT HAVE MANY MEANINGS

Many words in English have more than one meaning. The sentences below have these kinds of words in them. Read the sentence to get clues to the meaning of the underlined word as it is used in the sentence. Then read the meanings and match the appropriate meaning to the appropriate sentence by drawing lines to connect the sentence and the meaning.



Example: She wore a wedding <u>ring</u>.	a) Sound of a bell
The boxer left the <u>ring</u>.	b) A number of objects in a circle
Do you see that <u>ring</u> of trees?	c) Circular band worn on the finger
I heard the doorbell <u>ring</u>.	d) Site of a boxing match

1. He is a <u>bright</u> boy.	a) light
The sun is <u>bright</u>.	b) smart
2. The movie had a good <u>cast</u>.	a) throw
To catch a big fish you must <u>cast</u> your fishing bait way out.	b) people that play parts in a movie.
3. I <u>can</u> speak English.	a) ability
Throw the paper in the garbage <u>can</u>.	b) preserve food
In the summer many people <u>can</u> fruit.	c) container
4. May I have <u>change</u>, please?	a) money-coins
I need to <u>change</u> the light bulb.	b) replace
The weather is always <u>changing</u>.	c) becoming different; not the same

Words That Have Many Meanings

5. You should check the oil in your car.
   Are you going to write a check?
   Put a check next to your name.

   a) a mark
   b) look at something
   c) a form from the bank that people use instead of money

6. I work for a big company.
   My friends have company from out of town.

   a) corporation
   b) people who visit

7. My son has a date tonight.
   I like cooked dates.
   What is the date today?
   Let's make a date.

   a) fruit
   b) a social engagement with two people
   c) to set a time; appointment
   d) the month, day and year

8. I have a down sleeping bag.
   Go down the street.

   a) feathers
   b) direction - opposite of up

9) Fall is my favorite time of year.
   Be careful that your children don't fall down the stairs.

   a) slip and land on the ground
   b) time of year after summer

10) I must figure this out.
    She has a nice figure.
    That looks like a Chinese figure.

    a) good body
    b) think and solve a problem, calculate
    c) symbol used for writing

WORDS THAT HAVE MANY MEANINGS

Read each sentence to get clues to the meaning of the underlined word as it is used in the sentence. Then read the two meanings below the sentence. Which meaning is the same as the meaning in the sentence? Put an __X__ before it.

1. I opened a new bank account.

   a) Noun: records from the bank on how much money you have

   b) Verb: to explain

2. The President addressed the Congress.

   a) Verb: to speak to

   b) Noun: place where a person lives

3. May I go along with you?

   a) Preposition: together with

   b) Preposition: the length of something

4. John is going to appeal his traffic ticket.

   a) Verb: to attract or interest someone

   b) Verb: to go to a higher court for a decision

5. You must apply this paint to your car before it rusts.

   a) Verb: to fill out a job application

   b) Verb: to put something on something

   c) Verb: to pertain to something or someone

6. I broke my arm.

   a) Noun: part of your body attached to your hands

   b) Verb: to supply someone with weapons

7. You can catch some big fish off of the bank.

   a) Noun: a place to keep money

   b) Noun: the side of a river or lake

Words That Have Many Meanings

8. Please hand me the salad bowl.

   a) Noun: round dish for soup and other foods

   b) Verb: to play a game with 10 pins and a large ball

9. Mohammed Ali likes to box.

   a) Noun: a square container

   b) Verb: to fight with your hands

10. Let's take a break.

    a) Noun: a rest period

    b) Verb: to cause something to not work (broken)

Which Meaning Fits?

Read each sentence to get clues to the meaning of the underlined word as it is used in the sentence. Then read the two meanings below the sentence. Which meaning fits? Put a __X__ before it.

1. Did you hear the door bell ring?

   thin circle of metal sound

2. Jill does not feel well today.

   all right hole dug for water

3. Mickey hit a short fly to first base.

   insect with two wings ball batted high into the air

4. I like vanilla ice cream

   the same as enjoy

5. That oak tree has a tough bark.

   sound a dog makes outside covering

6. Duck before you go through the small door.

   wild swimming bird bend the neck so the head goes down

7. Please fill the can halfway.

   container of metal be able to save food in jars

8. Before cutting the meat, the cook ground his knife.

   land sharpened

9. Look at the hooked bill on that parrot.

   poster paper money beak

10. That part of the land is covered with brush.

    shrubs and bushes wipe away tool for scrubbing

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APPENDICES

A: LEX Process

Activities and Outcomes in Program Development A1

Data Collected During Program Development A2

Hierarchy of Skills A3

B: Voluntary Improvement Program

Title XX POME Funded 81-82 for VIP B1

Breakdown of Listening & Speaking Needs for VIP Content B2

Volunteer and Staff Work Days for VIP, 80-81 B3

ACTIVITIES AND OUTCOMES IN THE DEVELOPMENT of the LEX PROCESS FOR ENGLISH READING INSTRUCTION

OBJECTIVE 1

Develop and implement a model to teach basic and functional speaking, listening, and understanding skills to non-English speaking adults by adding reading and writing instruction using "language experience" methods by:

a. (1) Identifying basic and functional English language needs and skills in listening and speaking:

Activity	Outcome
Utilized breakdown of listening and speaking needs and skills identified by another Guadalupe Educational Program.	See breakdown, Appendix B.

a. (2) Identify basic and functional English language needs and skills in reading and writing:

Activity	Outcome
Employed two English-as-Second Language (ESL) teachers.	Implementation of the proposed model.
Organized an Instructional Design Team (IDT) of Reading, Educational Research and Systems Design Specialists.	Focus and direction of the LEX Process.
Staff worked through a task analysis to identify functional reading and writing skills with an Educational Systems Design Specialist from the IDT.	Hierarchy of skills. See Appendix A.
Organized and met with a Task Force from Business & Industry.	Received input about functional listening, speaking, reading and writing needs in the work place.

b. Develop instructional materials, techniques and methods:

Activity	Outcome
IDT worked with ESL staff from 10/80 to 9/81 to design, review and refine the LEX instructional materials, techniques and methods.	The Volunteer Tutor Manual and the Instruction Resource section are the major outcomes of this objective.

c. Implement the identified curriculum with 30 adults:

Activity	Outcome
Screened and accepted into the program 31 adult English-as-a Second Language students.	Brought 11 students up to functional reading level in English.

OBJECTIVE 2

Develop and implement an evaluation support system which will:

a. Provide programming instructions to facilitate and improve the operation of the model.

Activity	Outcome
Staff kept an ongoing log of program operation including program changes.	Revision and refinements of instructional methods and materials.
Observation with feedback from members of the IDT throughout the project.	
IDT and staff developed a system for monitoring tutor instruction and student learning rate.	Tutor Report Form is the major outcome of this objective.

b. Provide processes and instruments to measure and evaluate impact on student learning:

Activity	Outcome
Developed Employer Evaluation Form.	Supervisor's assessment of student improvement on the job.

Developed Student Assessment Form.	Students' assessment of own progress.
Designed an evaluation packet to assess incoming students and to test learning accomplishments in terms of the hierarchy of skills.	Testing section of the manual consisting of instructions and materials for administering: a. Prerequisite Skills b. Pretest c. Posttest.

c. Assess the processes and outcomes of the model described in Objective 1.

Activity	Outcome
Prepared a form to compare all lessons in the four teaching strategies.	Program Operation section of the manual describes: A way to "track" lessons to compare one student with another, the difficulty of each step in a lesson, to build into the process the ability to predict student progress.
Prepared a form to assess each teaching strategy.	Teaching Strategy Summary to compare the lessons in each strategy to evaluate the steps and procedures, to sequence the lessons from the easiest to the most difficult.

OBJECTIVE 3

Develop a training manual for replication and dissemination.

Contributions toward completion of this manual are as follows:

<u>The Staff</u>

- Performed task analysis to identify skills needed by ESL students.
- Carried out recruitment, testing and training of participants.
- Supervised instruction.
- Developed and validated Pretest and Posttest.
- Managed program operation.
- Initiated interaction with the IDT.

- Demonstrated the project to three groups of adult ESL educators.
- Wrote first rough draft of the manual.
- Developed instructional materials.
- Searched professional literature related to the project.
- From literature, selected ESL theory.
- Collected data.
- Developed employer and student self-assessment forms.
- Edited manual.

The Instructional Design Team (IDT)

- Guided task analysis procedures.
- Developed evaluation and monitoring forms and procedures.
- Selected applicable reading theory.
- Made individual observation with feedback to staff regarding the teaching process.
- Demonstrated teaching techniques.
- Provided verbal and written critique of the Volunteer Tutor Manual, especially steps in the strategies.
- Designed the format of the Teaching Strategies.
- Designed format and scoring procedures in Testing.
- Interpreted data.
- Recommended materials and techniques.
- Edited and prepared final draft of the manual.

DATA GATHERED DURING THE DEVELOPMENT of the LEX PROCESS FOR ENGLISH READING INSTRUCTION

The first year of operation of the instructional model following its development as reported here is in progress concurrently at two sites: one in Guadalupe Educational Programs' VIP using a 1:1 instuctional situation and the other in a classroom setting using small groups with volunteers in Granite School District.

At the conclusion of this year's efforts (10-81/9-82), we expect to have refinements in data collection as well as updates on strategies and the process application with small groups using volunteers in the classroom.

Student/Tutor Data:

865 tutoring sessions were held in a 10 month period. Thirty-one (31) students received a total of 1,434 hours of instruction, with a range from 18 to 150 hours each. Enrollment over 10 months was as follows:

Month	N	D	J	F	M	A	M	J	J	A = 10
#Enrolled	4	1	2	0	3	11	0	1	6	3 = 31

Attendance was 77%.

There were 54 tutors, providing a total of 1,328 hours of instruction with a range of 4 to 124 hours each and an average of 25 hours.

Field Test of the Pre-Posttest

The test was first administered to "Beginning" and "Intermediate" groups in public school ESL classes. The "Beginning" group tested were assumed to be comparable to LEX students entering the program in that they had limited speaking skills and almost no reading skills. The "Intermediate" students were assumed to have comparable skills to LEX students completing the program (310 Completed in the chart below). This was validated by the similar scores of the two groups.

Percent Passing

Test	Beginning	Intermediate	310 Completed	310 in Progress
Read & Perform a Task	44	100	75	29
Answer Questions	11	86	100	14
Paraphrase	22	86	75	0
	N=9	N=21	N=4	N=7

A2.2

The Preliminary Data of the Posttest

Eleven (11) LEX students were administered the Posttest, 4 of whom were predicted to pass with 7 predicted to fail. Three (3) passed.

Criteria used for prediction to pass the test were:

1. Time in the program.
2. Consistency of attendance.
3. Speed of progression through lessons.
4. Experience in all four types of lessons.

Null Hypothesis #1: The Posttest does not discriminate between students expected to pass the test and students not expected to pass(50/50 expected to pass).

Using Chi-Square (x^2), the results are as follows:

Combined Test	# of cases Post-test scores match prediction:	# cases prediction incorrect:	Total
Observed (o)	10	1	11
Expected (e)	5.5	5.5	11

$$x^2 = \frac{2(o - e)^2}{5.5} = \frac{32}{5.5} = 7.11$$

$7.11 > 3.84$.˙. it is **significant**

Conclusion: The Posttest measures what it is intended to measure since it descriminated between "310 Completed" (expected to pass) and "310 in Progress" (not expected to pass).

Null Hypothese #2: There is no difference between the number of students passing the Posttest and the number of students expected to pass.

Combined Test	# of 310 students passing:	# 310 students failing:	Total
Observed (o)	3	8	11
Expected (e)	4	7	11
(o - e)	-1	1	
Yates' Correction (-.5)	-.5	.5	
$(o - e)^2$	.25	.25	
$\frac{(o - e)^2}{e}$	.0625	.0357	.0982

$$\underline{x}^2 = .0925, \ \underline{df} = 1, \ \underline{p} = .05;$$

$$\underline{x}^2 < 3.84 \ \therefore \text{ it is not significant}$$

Conclusion: There is no significant difference between staff predictions to pass and the passing scores. Therefore, for practical purposes, the criteria used above to predict those who would pass is adequate to determine when the Posttest should be administered.

Pre-Posttest Deficiencies:

1. The test should be given to a larger sample of "310 Completed" students and compared to the existing data before making any major conclusions.

2. The determination of when to administer the Posttest needs to be refined: # of sessions attended; staff/tutor perception; prediction based on monitoring data.

3. There is a potential for confounding the Posttest results if any Pretest feedback occurs. To eliminate the chance of measuring recall or memorization of the Pretest rather than the effects of the program, a different test should be developed with comparable stories, tasks and questions.

A2.4

Student Self-evaluation/Employer Evaluation

Forms for these assessments are in "Program Operations" on pages 37 and 41.

Students (N=15) ranked themselves 100% as needing to learn to read, write, speak and understand English (items 1-4) and 100% as liking the classes and the lessons (items 1, 12 and 13).

The ranking of students was as follows on attainment of skills:

	Yes	Sometimes	No
I am learning to read English	80%	20%	
I can speak English better...	87%	0	7%
I can understand better...	53%	33%	
I can do my job better...	21%	79%	

Employers (N=6) ranked "Much Improvement" as 50% to 83% on all 7 items, with the two highest items being "...understand you when you give instructions" (83%) and "...shows improved self-confidence, ability and motivation on the job" (83%). One employer ranked a student as showing "No Improvement" in reading and writing; that student also failed the Posttest as predicted by staff.

Items on the Employer and the Student Evaluations are not directly comparable, but by taking items that are similar, we have made the following comparison of 6 students' data with their employers' data:

Skill	Employers' "Much Improvement"	Students' "Yes"
Reading	67%	67%
Speaking	50%	67%
Understanding	83%	67%
Working better	50%	33%

Conclusions:

To improve the significance of the feedback from these measures, the Student Self-evaluation needs to be revised so that there are parallel items for each of the seven items on

the Employer Evaluation. The Self-evaluation will be divided into four segments:

		Current Items	Revised
1.	Student needs match the program	1-4	same
2.	Student perception of current skills (parallel to employers')	5-8	5-11 (Add 3)
3.	Student enjoyment of program	9,12,13	12-14
4.	Feedback about program to administrator	10,11	15,16

How often and how far into the program these measures should be taken needs to be determined.

HIERARCHY OF SKILLS
for the
LEX Process for English Reading Instruction

At the onset of program development, a task analysis of skills needed by the functional English reader was conducted with the staff by Nancy Coldeway, an IDT consultant. The outcome of this analysis is the hierarcy of skills listed below. The Pre-Posttest was crossed with the hierarchy insuring that all of these skills were included in the test. Although most of the skills are not directly taught, test results indicate that at some point in the process these skills are attained by the student.

The skills are organized in an outline format. Indented numbers and letters are prerequisite to those skills not indented. The overall objective for the reading program is that students meeting entry level criteria will be able to independently read any type of consumer affairs information and basic reading materials, including, but not limited to bills, applications, notices, ads, etc.

I. Student will be able to comprehend sufficient vocabulary

   A. Student will be able to read and give the meaning of a core set of sight words such as Dolch Basic Sight Words.

   B. Student will be able to ask a person the meaning of a word.

   C. Student will be able to look up a word in a bilingual dictionary and determine its meaning.

      1. Student will be able to alphabetize words to be looked up in a bilingual dictionary.

      2. Student will be able to understand the abbreviations used in a bilingual dictionary.

   D. Student will be able to use context clues to deduce the meaning of a word in a sentence.

   E. Student will be able to determine the meaning of a prefix or suffix to help deduce the meaning and find the root word.

   F. Student will memorize common irregular verbs.

   G. Student can understand a sentence with compound words.

H. Student can understand a sentence with a two word verb.

II. Student will have sufficient command of grammar to read a sentence and be able to identify who or what did what to whom, when, where and how.

A. Student will be able to determine the meaning of sentences with clauses.

1. Student will be able to determine the meanings of sentences with embedded questions.

2. Student will be able to determine the meanings of sentences with dependent clauses.

a. Student will be able to determine the meaning of a sentence with a relatiave clause.

b. Student will be able to determine the meaning of a sentence with an adverbial clause.

c. Student will be able to determine the meaning of sentences with a clause beginning with a preposition.

d. Student will be able to determine the meaning of sentences with a clause beginning with a conjunction.

e. Student will be able to determine the meaning of sentences with a clause beginning with a "Wh" word.

f. Student will be able to determine the meaning of sentences with a clause beginning with a verbless clause.

g. Student will be able to determine the meaning of sentences with a clause beginning with an "ed" participle.

h. Student will be able to determine the meaning of sentences with a clause beginning with an infinitive.

i. Student will be able to determine the meaning of sentences with a clause beginning with an "ing" participle.

4. Students will be able to read active or passive sentences and determine the meaning of the sentence.

5. Students will be able to understand a sentence when deletion has occurred.

III. Students will be able to complete commonly used forms (i.e., to fill out an job application form).

IV. Students will be able to identify the main instructions (i.e., for a household product or simple equipment).

V. Students will be able to use a classifying strategy (i.e., to look up items in the yellow pages).

VI. Students will be able to properly interpret meanings of sentences which include commas in numbers and between words and other punctuation marks.

j. Student will be able to determine the meaning of sentences with nominal clauses that begin with words such as "that," "when," "whether," and "the."

B. Student will be able to interpret the meaning of a sentence or question which contains a negative and be able to determine whether the meaning of the sentence is negative or positive.

C. Student will be able to read and determine the meaning of a word with an inflected ending.

1. Students will recognize the role of 'ed', 'ing', and other verb endings and the role of auxiliary verbs that determine tense (e.g., when).

2. Student will recognize the role of "ly" on adverbs.

3. Students will recognize the role of "er" and "est" for comparing adjectives.

4. Students will recognize the role of "s" endings of plural nouns and third person singular verbs and possessives.

D. Students will be able to read a sentence with a modal and determine the meaning of the sentence.

E. Students will be able to use the parts of speech to help them identify whether the word is describing who, what, where, when, why, to whom, or how.

1. Students will be able to identify nouns, verbs, adjectives, and adverbs in a sentence.

2. Students will be able to define noun, verb, adjective, and adverb.

F. Students will be able to use word order as a clue to determine the meaning of sentences.

1. Student will be able to discriminate between a question and a statement.

2. Student will be able to read sentences with direct/indirect objects and determine the meaning of the sentence.

3. Students will be able to determine the meaning of a sentence with an empty subject or an expletive.

P.O.M.E. STATEMENT
Guadalupe Educational Programs, Inc., - VIP
June 1, 1981

PROBLEM

STATEMENT Non-English speaking people whose problems are severe in securing and maintaining appropriate employment because they lack skills to communicate. Their social, cultural and economic survival in our community is functionally limited below their capacity because they lack verbal and comprehension skills in English.

1. Target Population. 120 non-English speaking people.

2. Target Area. Salt Lake City and County.

3. Magnitude of the Problem. The VIP program provided 3,780 service units to non-English speaking people in 80-81, 3,468 in 79-80, and 5,408 in 78-79, with waiting lists for services during the winter and spring months of each year.

   Additionally, the last 10-year period indicates that the Hispanic and total minority population has doubled in our State and City:

   a. 1979 (Estimate) - 26,025 Hispanics in Salt Lake County.
      1979 (Estimmate) - 39,205 minorities in Salt Lake County.

   b. 1980 Salt Lake School District - 32% minority enrollment, with 5.5% limited or non-English speaking.
      1966 Salt Lake School District - 7% minority enrollment (estimated).

   c. 250-300 Indo-Chinese are moving into the state per month.

4. Source of Magnitude Information.

   VIP records

   a. 1979 Annual Publication by the State Department of Social Security. Figures compiled by Statistical Information for Affirmative Action and the Utah Population Work Committee based on County population estimate of 563,000 people in 1979.

   b. Salt Lake Board of Education.

   c. Utah State Office of Education, Division of Adult Services.

5. Cause. Skills of English communication - comprehension and expression - are functionally inadequate for appropriate employability, social and cultural survival, and adequate family management.

OBJECTIVES

Non-English speaking people and their families will be more employable and better able to participate in the American culture and society.

B1.2
P.O.M.E. STATEMENT
Guadalupe Educational Programs, Inc. - VIP
June 1, 1981

1. Time. Year-round tutoring/counseling sessions are provided twice weekly, for a total of 92 two-hour sessions, from July 1, 1981 through June 30, 1982.

2. Responsibility. Under the general supervision of the Director, the staff of the Voluntary Improvement Program carries out the program.

3. Approach. Volunteer tutors, under the direction of the staff ESL Specialists, provide one-to-one instruction in 18 areas of survival skills as well as pronunciation and grammatical structures in English.

4. Quantity. 120 students, whose average length of time in the program is six months, will be served, enabling them to become more employable, increase English language skills needed for social and cultural adjustment for better family and life management.

5. Problem Relationship. Through sequenced and sytematic instruction in English, non-English speaking people will be more more employable and better able to manage the lives of their families in the American culture and society.

METHOD

To insure optimum student achievement, there is ongoing development and upgrading of the program providing more specific instruction, as well as updating the training process of volunteer tutors. Part time staff including a Staff Coordinator, four ESL Specialists and a Volunteer Tutor Recruiter will provide the following:

ACTIVITY	PRODUCT	EFFORT
1. Staff planning and coordination for program monitoring.	Completion of data gathering and other staff assignments.	13 hours per week
2. Student intake/ interview	Eligibility & individual learning objectives are determined	4 hours per week
3. Testing and evaluating student's basic survival skills	Placement of student in correct level	4 hours per week
4. Assignment of student to trainer & tutor	Effective learning situation	8 hours per week
5. Development and preparation of survival skills lessons	Individualized lesson plans	20 hours per week

6.	Supervision of tutoring to student objectives	Lessons taught in prescribed order	8 hours per week
7.	Review & evaluation of student achievement	New objectives	4 hours per week
8.	Assess tutor effectiveness & identify teaching needs	Tutor training - individual or group.	4 hours per week
9.	Recruitment and orientation of voluteer tutors.	175 volunteers yearly	20 hours per week
10.	Development of grammar lessons.	Sequenced grammar lessons coordinated with survival skills.	5 hours per week

EVALUATION

1. Cognition: Recognizing the need for program monitoring and evaluation, the VIP program is designed to provide the following steps as integral parts of program operation.

(See next page for 2, 3, 4 and 5.)

2. Criteria	3. Data Requirements	4. Documentation	5. Collection
a. Impact: 120 students will value the services of VIP.	(1) Attendance (2) Student feedback (3) Waiting to be served	(1) Sign-in Form (2) Consumer Evaluation Form (3) Waiting list (VIP Intake Form)	(1) Every Session (2) Quarterly (3) Ongoing
b. Effectiveness: They will increase their English language skills.	(1) Student performance	(1) Number of objectives (1a) Degree of Achievement	(1) Monthly (1a) Biweekly
c. Process: The program will be carried out as described	(1) Effort: Staff Time (2) Product/Event	(1) Detailed Time Sheets	(1) Two-week Periods (2) Quarterly

(Numbered 1-10 in Method)

(a) Monitoring	(a) Task Assignment	(a) 1st week of program operation
(b) Eligibility/ Individual Learning Objectives	(b) TXX FORMS-- Office files/ Student files	(b) At enrollment
(c) Student Placement	(c) Diagnostic Test	(c) At entrance
(d) Effective Learning Situation	(d) Subjective evaluation by staff	(d) Assessed weekly
(e) Individualized Lesson Plans	(e) Master curriculum file/ Student file	(e) As developed/ Weekly
(f) Lessons taught in Prescribed Order	(f) Student file	(f) Assessed weekly
(g) New Objectives	(g) Computer print-out	(g) Monthly
(h) Tutor Training	(h) Subject/dates recorded	(h) Ongoing
(i) 175 Volunteers	(i) Direct Count	(i) Monthly
(j) Sequenced Grammar Lessons	(j) Master curriculum file/ Student file	(j) As developed/ Weekly

6. Analysis: (The summary of 2, 3, 4 and 5 to meet 1 above.)

a. Impact

(1) Attendance:
% of total students served of the 120 projected to be served.
% of attendance for the total year.

(2) Student feedback:
% of positive and negative responses on Consumer Evaluation

(3) Waiting to be served:
Number of requests for VIP services we are unable to meet.

b. Effectiveness:

(1) Student performance:
Average number of objectives accomplished for each student.
Average of the degree of achievement during the program year.

c. Process:

(1) Effort:
Comparison of staff time projected with actual staff effort.

(2) Product/Event
Monthly check list to be kept by Staff Coordinator.

VOLUNTARY IMPROVEMENT PROGRAM: CONTENT AREAS FOR SPEAKING, LISTENING AND UNDERSTANDING* BASIC SURVIVAL ENGLISH

	LEVEL I	LEVEL II	LEVEL III
1.	Body Parts	Body Parts	
2.	Colors		
3.	Common Signs	Common Signs	
4.	Emergencies		
5.	I.D.	I.D.	
6.	Job Skills	Job Skills	
7.	Labels		
8.	Lauderomats		
9.	Money		
10.	Numbers	Numbers	
11.	Post Office	Post Office	
12.	Restaurants		
13.	Shopping Skills	Shopping Skills	
14.	Social Skills	Social Skills	
15.	Telephone		Telephone
16.	Time/Calendar	Time/Calendar	
17.	Time/Clock	Time/Clock	
18.		Housing/Apt	Housing/Apt.
19.		Medical	
20.		School	School
21.		Transportation	
22.			Alphabet
23.			Banking
24.			Directions
25.			Measurement
26.			Repair

*Levels I & II are listed in alphabetical order, <u>not in order of difficulty</u>.

ROUGH DRAFT

B2.2

LEVEL I: BEGINNING STUDENTS
Sequence of Survival Skills: Listening Comprehension and Speaking

SESSION		CONTENT/AREA NUMBER	APPROX. TIME
1	1.	Name/5 I.D.	1/2 hr.
	2.	Numbers 1-12/10	1/2 hr.
	3.	Money/9	1/2 hr.
	4.	Greetings & Partings/14	1/2 hr.
2	1.	Review	1/2 hr.
	2.	Numbers 13-31/10	1/2 hr.
	3.	Address/5	1/2 hr.
	4.	Common Signs:Restrooms,etc./3	1/2 hr.
3	1.	Review	1/2 hr.
	2.	Days of the week/16	1/2 hr.
	3.	Body Parts/1	1/2 hr.
	4.	Alphabet: learning letters in name and address	1/2 hr.
4	1.	Review	1/2 hr.
	2.	Months of the year/16	1/2 hr.
	3.	Time/Clock/17	3/4 hr.
	4.	Pronunciation	1/4 hr.
5	1.	Review or Tracking	1/2 hr.
	2.	Family Members/5	3/4 hr.
	3.	Alphabet: Upper case letter names	1/2 hr.
	4.	Pronunciation	1/4 hr.
6	1.	Review or Tracking	1/2 hr.
	2.	Emergency lesson #1/4	1 hr.
	3.	Labels: Danger, etc./7	1/4 hr.
	4.	Pronunciation	1/4 hr.
7	1.	Review or Tracking	1/2 hr.
	2.	Emergency lesson #2/4	1 hr.
	3.	Alphabet: Lower case letter names	1/2 hr.
	4.	Pronunciation: Review and Test	1/2 hr.
8	1.	Review or Tracking	1/2 hr.
	2.	Common Foods/13	1/2 hr.
	3.	Emergency lesson #3/4	1/2 hr.
	4.	Numbers 31-100/10	1/2 hr.

ROUGH DRAFT

LEVEL I: BEGINNING STUDENTS
Sequence of Survival Skills: Listening Comprehension and Speaking
Page 2

SESSION	CONTENT/AREA NUMBER	APPROX. TIME
9	1. Review or Tracking	1/2 hr.
	2. Emergency lesson #4/4	1/2 hr.
	3. Ordinal numbers: 1st-10th/10	1/2 hr.
	4. Giving Directions	1/2 hr.
10	1. Review or Tracking	1/2 hr.
	2. Giving Directions	1/2 hr.
	3. Shopping for food/13	1 hr.
11	1. Review or Tracking	1/2 hr.
	2. Plurals and pronunciation of s and z	3/4 hr.
	3. Colors/2	1/4 hr.
	4. Vocabulary: Clothes/13	1/4 hr.
12	1. Review or Tracking	1/2 hr.
	2. Laundromat: cost, getting change, understanding cleaning instructions on clothes/8	1 1/4 hrs.
	3. Vocabulary: Clothes/13/8	1/4 hr.
13	1. Review or Tracking	1/2 hr.
	2. Dry Cleaning - importance of a receipt	1 hr.
	3. Phonics: Consonant sounds/22	1/2 hr.
14	1. Review or Tracking	1/2 hr.
	2. Telephone lesson: Calling school or work and using a payphone	1 hr.
	3. Phonics: Vowel sounds/22	1/2 hr.
15	1. Review or Tracking	1/2 hr.
	2. Fast Food Restaurants: Polite requests/12 & 14	1 hr.
	3. Phonics: Consonants/22	1/2 hr.
16	1. Review or Tracking	1/2 hr.
	2. Vocabulary: personal items/13	1/2 hr.
	3. Shopping for personal items/13	1 hr.
17	1. Review or Tracking	1/2 hr.
	2. Post Office/11	1 hr.
	3. Phonics: Vowel sounds/22	1/2 hr.

The above Survival Skills are scheduled to be taught a period of two to three months.

ROUGH DRAFT

B2.4

LEVEL II: INTERMEDIATE STUDENTS
Sequence of Survival Skills: Speaking, Grammar and Reading

SESSION	CONTENT/AREA NUMBER	APPROX. TIME
18	1. Advanced Body Parts/1	1 hr.
	2. Reading: Language Experience	1 hr.
19	1. Review of LEX	1/2 hr.
	2. Review of Body Parts	1/2 hr.
	3. Medical Lesson: Calling doctor, describing medical problem/19	1 hr.
20	1. Review	1 hr.
	2. LEX taken from role play of student's description of medical problem/19	1 hr.
21	1. Review of LEX	1/2 hr.
	2. Medical Form/19 Sub-skills: Filling out form, Dictionary practice Vocabulary development	1 1/2 hr.
22	1. Review of LEX	1/2 hr.
	2. W-4 Form	1/2 hr.
	3. Test - Filling out forms	1 hr.
24	1. Grammar - articles: a, an	1/2 hr.
	2. Dentist - calling and describing a problem/19	1 hr.
	3. LEX based on visit to a dentist	1/2 hr.
25	1. Review LEX	1/2 hr.
	2. Medical form for dentist/19	1 hr.
	3. Pronunciation	
26	1. Test for Dentist lesson	1/2 hr.
	2. "be" with subject pronouns and complements	1 hr.
	3. LEX based on pictures	1/2 hr.
27	1. Review LEX	1/2 hr.
	2. Housing leson: newspaper ads and calling for information/18 & 15	1 1/2 hrs.

ROUGH DRAF

LEVEL II: INTERMEDIATE STUDENTS
Sequence of Survival Skills: Speaking, Grammar and Reading
Page 2

SESSION	CONTENT/AREA NUMBER	APPROX. TIME
28	1. Housing: lease/18	1 hr.
	2. LEX based on apartment hunting	1 hr.
29	1. Review of LEX	1/2 hr.
	2. Housing: test	1 hr.
	3. Pronunciation	
30	1. Yes and No questions with affirmative and negative short answers	1 1/2 hrs.
31	1. Continue or review LEX	1/2 hr.
	2. WH questins: Who, What, When, Where What, How	3/4 hr.
	3. Time/Calendar/16	3/4 hr.
32	1. Reading: family sending child to school/20	1 hr.
	2. Coversation: Salt Lake schools/20	1/2 hr.
	3. School Registration Form/20	1/2 hr.
33	1. Review	1/2 hr.
	2. Reading and writing notes sent from home to school (or work)/20	1 1/2 hrs.
34	1. Review	1/2 hr.
	2. Reading: teacher's notes or memo's from work/20	1 hr.
	3. Test: reading and writing notes sent from school or work	1/2 hr.
35	1. Review reading notes	1/2 hr.
	2. Preposition	1 hr.
	3. Reading based on shopping/13	1/2 hr.
36	1. Review prepositions	1/2 hr.
	2. Shopping skills using prepositions	1 hr.
	3. Reading based on shopping/13	1/2 hr.
37	1. Reading receipes/13	1 hr.
	2. LEX: student dictates a receipe	1 hr.
38	1. Sizes: explanation of/13	1 hr.
	2. Sizes: reading and ordering from a catalog/13	1 hr.

GUADALUPE EDUCATIONAL PROGRAMS
VOLUNTARY IMPROVEMENT PROGRAM

Below is a chart showing the efforts required to operate the VIP program during funding year 80-81. The major activities are shown in the first column. Staff Work Weeks (S.W.) are shown in the second column and Volunteers Work Weeks (V.W.) are shown in the 3rd. The program operates with 4 parttime ESL Specialists, 1 Volunteer Recruiter and 1 .1 Coordinator. A work week equals 8 hours perday, 5 days a week.

ACTIVITY	S.W.	V.W.
1. Initial assessment; individual objectives determined; tutor-student assignment.	17.2	
2. Developing of individual lesson to meet objectives.	26.9	
3. Instruction	8.6	77.0
4. Evaluating student progress,	14	
5. Assessment and training of volunteers	8.6	
6. Recruitment and orientation of	21.5	3.3
TOTALS	96.8	80.3

Through these efforts, 123 students were served by 153 volunteers for a total of 3,900 hours of instruction.